KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN
PUSAT PERBUKUAN

BAHASA INGGRIS
Work in Progress

Budi Hermawan, Dwi Haryanti, dan Nining Suryaningsih

2022

SMA/SMK/MA KELAS X

Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X

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Kata Pengantar

Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi memiliki tugas dan fungsi mengembangkan buku pendidikan pada satuan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah. Buku yang dikembangkan saat ini mengacu pada Kurikulum Merdeka, dimana kurikulum ini memberikan keleluasaan bagi satuan/program pendidikan dalam mengembangkan potensi dan karakteristik yang dimiliki oleh peserta didik. Pemerintah dalam hal ini Pusat Perbukuan mendukung implementasi Kurikulum Merdeka di satuan pendidikan Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah dengan mengembangkan Buku Teks Utama.

Buku teks utama merupakan salah satu sumber belajar utama untuk digunakan pada satuan pendidikan. Adapun acuan penyusunan buku teks utama adalah Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran yang ditetapkan melalui Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 Tanggal 10 Februari 2022, serta Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka yang ditetapkan melalui Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 008/H/KR/2022 Tanggal 15 Februari 2022. Sajian buku dirancang dalam bentuk berbagai aktivitas pembelajaran untuk mencapai kompetensi dalam Capaian Pembelajaran tersebut. Buku ini digunakan pada satuan pendidikan pelaksana implementasi Kurikulum Merdeka.

Sebagai dokumen hidup, buku ini tentu dapat diperbaiki dan disesuaikan dengan kebutuhan serta perkembangan keilmuan dan teknologi. Oleh karena itu, saran dan masukan dari para guru, peserta didik, orang tua, dan masyarakat sangat dibutuhkan untuk pengembangan buku ini di masa yang akan datang. Pada kesempatan ini, Pusat Perbukuan menyampaikan terima kasih kepada semua pihak yang telah terlibat dalam penyusunan buku ini, mulai dari penulis, penelaah, editor, ilustrator, desainer, dan kontributor terkait lainnya. Semoga buku ini dapat bermanfaat khususnya bagi peserta didik dan guru dalam meningkatkan mutu pembelajaran.

Jakarta, Juni 2022
Kepala Pusat,

Supriyatno
NIP 19680405 198812 1 001

Preface

The COVID-19 pandemic has significantly changed almost all aspects of life, including education in general and teaching English in particular. Classes have disruptively been made to move from school rooms to virtual spaces within apps such as Zoom and Google Meet. The disruptive shift in the learning space has brought with it the demand to adapt what we teach and how to teach it. In addition to face the challenges caused by the pandemic, English education and teaching has also been faced with the challenge of equipping students with the knowledge and ability to access, use and interpret texts that use different modes to convey messages. This ability, multimodal literacy, is the literacy that is believed to be of the important features of this century. Multimodal literacy is the literacy our students need to be exposed to and master to participate and contribute to their surroundings.

Responding to this challenge, the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, designed and implemented the *Kurikulum Merdeka*. Part of implementing the curriculum is the provision of learning resources in the form of textbooks that support the achievement of curriculum goals through teaching materials and learning activities that are not only interesting and fun but also equip students with the knowledge and abilities needed today.

This English textbook has been designed to help you learn the English you need at present. The materials have been designed to facilitate you to be able to learn, use and produce multimodal texts

in both written and spoken form. The preparation and selection of the materials have been based on the learning objective set in accordance with the Curriculum.

We hope you will find this book functional and helpful for you to be able to appropriately use English to achieve your communicative goals.

Bandung, 10 March 2022

Writers

Table of Content

List of Picture

Scope and Sequence

Semester 1

Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures
Sports	**Great Athletes**	Listening to description of athletes in a monologue and in conversations	Talking about photographs of athletes and the sports they play	Reading a text and finding general and specific information in the text about great athletes	Writing a simple descriptive text on a great athlete of their preference	A portrait and an essay of great athlete	Sports	Present simple
			Describing athletes and the sports they play				Physical description	Adjectives, Adverbs for describing
	Sport Events	Listening to someone's experience of a sports event	Talking about the experience of watching a sports event using 5 senses	Reading a text and finding general and specific information in the text about experience of watching a sports event	Writing a recount text on an experience of watching a sports event using 5 senses	Sports event proposal	Events, time, and place	Adverbs of time
			Telling a sport event using 5 senses				Qualities and Characteristics	Past simple, Past progressive

Theme	Topic	Listening	Speaking	Reading And Viewing	Writing And Presenting	Project	Vocabulary	Grammar And Structures
	Sports and Health	Listening to a procedure on how different activities can help us stay healthy	Talking about suggestions to stay healthy	Reading a text and finding general and specific information in the procedure text how to stay healthy	Writing a simple tips on how to stay healthy	Poster of health campaign	Health	Present simple Imperative sentence
			Giving tips to have physical and mental health.				Life style	present simple Imperative sentence
	Healthy Foods	Listening to a procedure of healthy eating	Talking about healthy and less healthy foods and drinks	Reading a text and finding general and specific information in the procedure text about healthy eating	Writing a procedure text on how to eat healthily	five day challenge of healthy eating	Nutrition, Foord and drink	Had better, modals

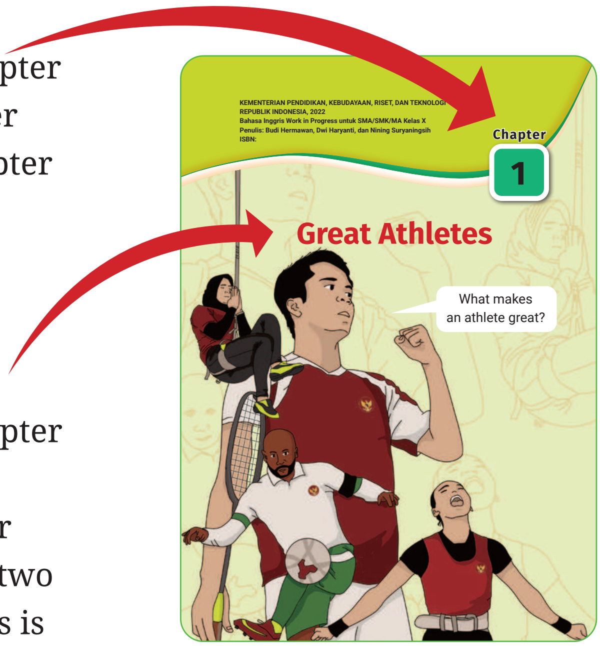
Semester 2								
Theme	**Topic**	**Listening**	**Speaking**	**Reading And Viewing**	**Writing And Presenting**	**Project**	**Vocabulary**	**Grammar And Structures**
Arts	**Graffiti**	Listening to an exposition about graffiti	Talking about about graffiti	Reading a text and finding general and specific information in the expository text about graffiti	Writing an expository text about graffiti	Short essay of public opinion on graffiti based on survey	Street art	Expressions for giving opinions
							Graffiti	Noun, verbs, adjectives
	Fractured Stories	Listening to a fractured story	Talking about a fractured part of a story	Reading a text and finding general and specific information in the fractured narrative text	Writing a simple fractured narrative text	Illustrated book of fractured story	Stories	Past tense; Conditional Sentence
							Characters	Adjectives; adverbs

Inside the Book

This is a guide to what you will find in the book. The book consists of six chapters. Each chapter comprises things as follows:

A. Name of the chapter

The chapter is tagged Chapter One, Chapter Two, Chapter Three, Chapter Four, Chapter Five, Chapter Six

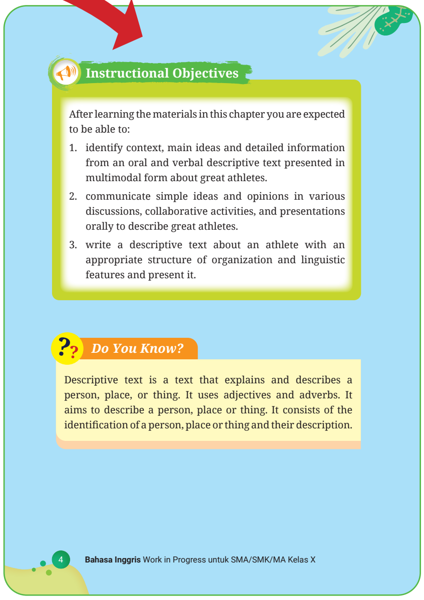


B. Topic of the Chapter

Below the name of the chapter is the topic of chapter which is essentially the subtheme of the theme for each semester. There are two themes in the book; Sports is the theme for semester one or odd semester and Arts is the theme for semester two or even semester.

C. Instructional Objectives

These are objectives set for you to achieve upon completing the chapter. These objectives serve as the guide for you. They are adjusted to the type of text genre taught in each of the chapters.



Instructional Objectives

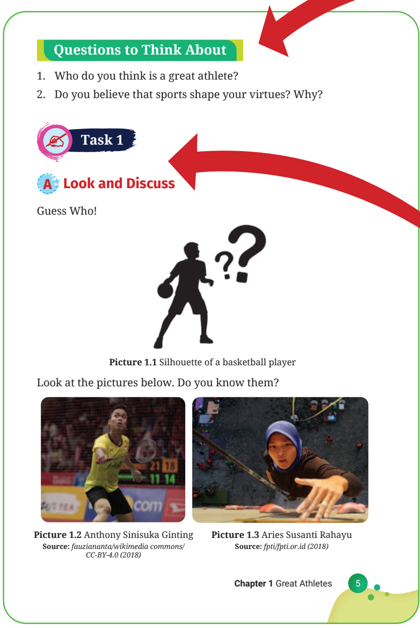
After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal descriptive text presented in multimodal form about great athletes.
2. communicate simple ideas and opinions in various discussions, collaborative activities, and presentations orally to describe great athletes.
3. write a descriptive text about an athlete with an appropriate structure of organization and linguistic features and present it.

Do You Know?

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identification of a person, place or thing and their description.

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Questions to Think About

1. Who do you think is a great athlete?
2. Do you believe that sports shape your virtues? Why?

Task 1

A Look and Discuss

Guess Who!

Picture 1.1 Silhouette of a basketball player

Look at the pictures below. Do you know them?

Picture 1.2 Anthony Sinisuka Ginting
Source: *fauziananta/wikimedia commons/ CC-BY-4.0 (2018)*

Picture 1.3 Aries Susanti Rahayu
Source: *fpti/fpti.or.id (2018)*

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D. Questions to Think About

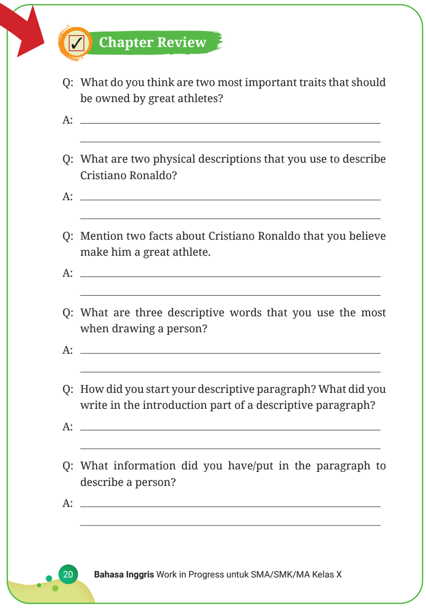
The set of questions are constructed to orient you to what they will learn in the chapter.

E. Tasks

This section presents materials and activities you need to do to achieve the instructional objectives set. There are seven tasks in each chapter which organize the materials and activities from spoken discourse to written one.

F. Chapter Review

This section is aimed for you to carry out chapter mastery checking by themselves.



Chapter Review

Q: What do you think are two most important traits that should be owned by great athletes?

A: __________

Q: What are two physical descriptions that you use to describe Cristiano Ronaldo?

A: __________

Q: Mention two facts about Cristiano Ronaldo that you believe make him a great athlete.

A: __________

Q: What are three descriptive words that you use the most when drawing a person?

A: __________

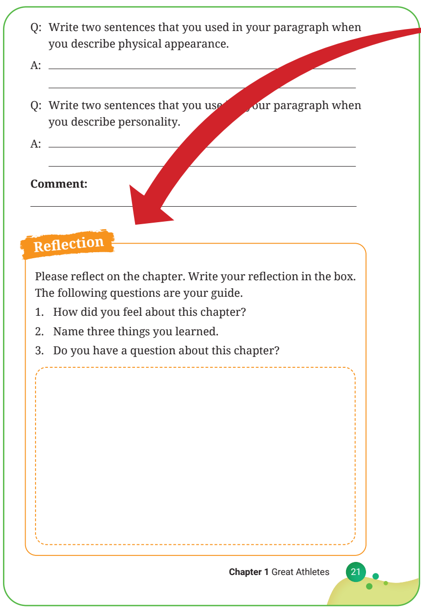
Q: How did you start your descriptive paragraph? What did you write in the introduction part of a descriptive paragraph?

A: __________

Q: What information did you have/put in the paragraph to describe a person?

A: __________

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Q: Write two sentences that you used in your paragraph when you describe physical appearance.

A: __________

Q: Write two sentences that you use[illegible]our paragraph when you describe personality.

A: __________

Comment:

Reflection

Please reflect on the chapter. Write your reflection in the box. The following questions are your guide.

1. How did you feel about this chapter?
2. Name three things you learned.
3. Do you have a question about this chapter?

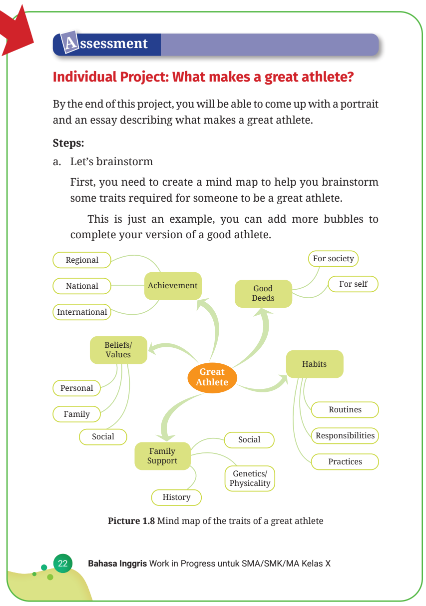
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G. Reflection

This is the section in which you reflect on what you learn from the chapter; which area of the materials you believe you have grasped well and that you need to learn more and better. Your reflection may serve as an important input for teachers on the materials explained and how you explained them so that you can do it better for the benefit of you.

H. Assessment

This section is aimed to measure your knowledge and skills on the materials presented and discussed in the chapter. The assessment requires you to work either individually or in groups to design, complete and present a project to mark.



Assessment

Individual Project: What makes a great athlete?

By the end of this project, you will be able to come up with a portrait and an essay describing what makes a great athlete.

Steps:

a. Let's brainstorm

First, you need to create a mind map to help you brainstorm some traits required for someone to be a great athlete.

This is just an example, you can add more bubbles to complete your version of a good athlete.

Picture 1.8 Mind map of the traits of a great athlete

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I. Enrichment

This section is designed to provide you with further readings you can read on you own time on the materials you have learned in the chapter.



Enrichment

The Paralympic Heroes

Background

Picture 1.10 Leani Oktila Ratri, one of the paralympic heroes.
Source: *Getty Image/olympics.com (2021)*

Leani Oktila Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Ratri Oktila thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.

Source: *https://olympics.com/en/news/paralympic-badminton-star-leani-ratri-oktila-the-pride-of-indonesia*

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Semester 1

Theme:

Sports

Semester 1

In this semester, you will learn these topics:

- Chapter 1 Great Athletes
- Chapter 2 Sports Events
- Chapter 3 Sports and Health
- Chapter 4 Healthy Foods

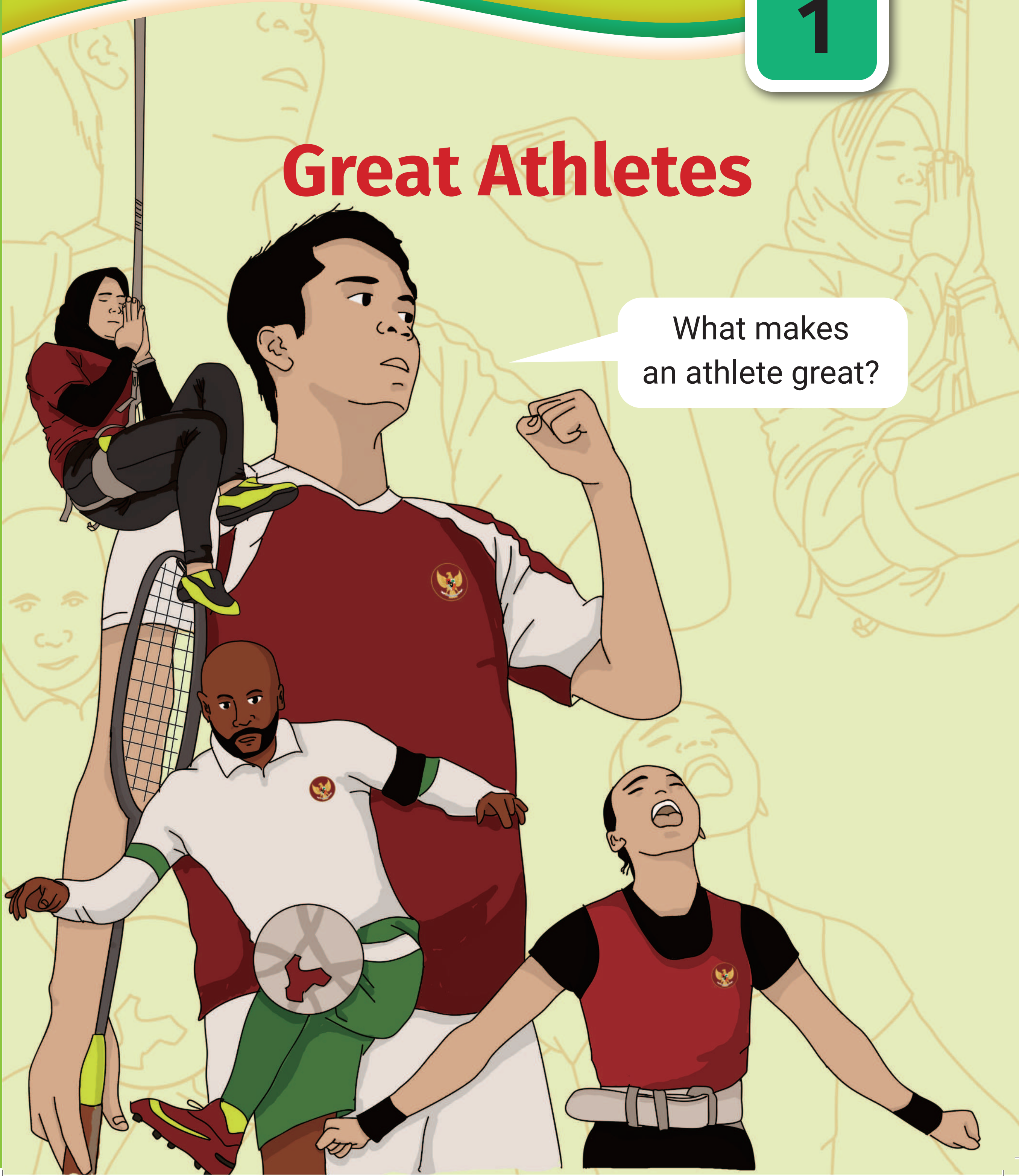


In each chapter there are various tasks for you to practice. You can copy worksheets or perform tasks on a separate sheet of paper. You can also scan QR Code or visit the link provided in the end of each chapter.

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Chapter 1

Great Athletes



Instructional Objectives

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2. Do you believe that sports shape your virtues? Why?

Task 1

A Look and Discuss

Guess Who!



Picture 1.1 Silhouette of a basketball player

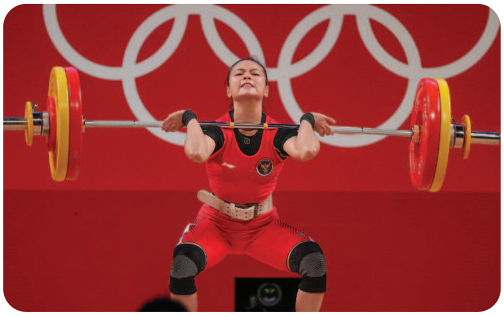
Look at the pictures below. Do you know them?



Picture 1.2 Anthony Sinisuka Ginting
Source: *fauziananta/wikimedia commons/ CC-BY-4.0 (2018)*



Picture 1.3 Aries Susanti Rahayu
Source: *fpti/fpti.or.id (2018)*



Picture 1.4 Windy Cantika Aisah
Source: *NOC Indonesia/Indonesia.go.id (2020)*



Picture 1.5 Boaz Solossa
Source: *Garry Andrew Lotulung/Kompas.com, (2018)*

B Let's Play

We are going to play a game. Here are the steps:

1. Sit in small groups.
2. One student thinks of one famous athlete.
3. The other members of the group take turns asking closed-ended questions.
4. Keep asking until someone guesses the name of the athlete correctly.
5. Have another round with a different student thinking of a different athlete.

C Let's Write

As a group, write the traits of the athlete that were mentioned in the game. Add those traits to the Vocabulary Box.

Vocabulary Box

D Discuss and Share

Some people excel at playing certain sports so that they become great athletes. What does it take to be a great athlete? In small groups, rank the following list based on what you think are the most important qualities of someone who excel at sports. Share your group's opinion with the class.

	perseverance and determination
	diet
	body weight and height
	enjoying the competition
	personality
	training
	good body coordination
	good sportsmanship
	grit

Task 2

A Listen and Check

Listen to an audio recording of a great athlete. Decide whether these statements are true or false.

No.	Statements	True	False
1.	It is a male athlete.		
2.	The athlete is from Brazil.		
3.	The sport played is football.		
4.	The athlete is stylish.		

B Listen and Discuss

Listen to the audio recording again and discuss the following questions in small groups. Share your answers with the class.

1. How did the speaker start the description?
2. What are the things the speaker described?
3. How did the speaker end the description?
4. What is the main idea of the text?

C Listen and Circle

Circle the words you hear.

beardless	playing	brown	live
sporty	greatest	famous	pour
expense	fame	poor	greet
olive	wear	bad	wavy

D Let's Practice

Sit in pairs. Your teacher will give your partner a picture of a person. Without looking at the picture, draw in the box the person your classmate is describing. Show the result to your classmate. How is it?

E Use Your Words

Research about your favorite athlete. Write your description about the athlete by completing the following sentences. You can use the words from your Vocabulary Box in Task 1.

1. ________________ or as we usually call (him/her) as _________ is my favorite ______________.
2. He/She was born in ________________ on ________________.
3. ________________ has a/an __________ body with the height of ________________ centimeters and weight __________ kilogram.
4. His/Her skin color is __________ with a ____________ face and _____________ smile.
5. He/She has __________ eyes and the color is ___________

Task 3

A Look and Discuss

Look at the following picture.



Picture 1.6 Cristiano Ronaldo
Source: *Ludovic Péron/flickr/CC-BY-2.0 (2011)*

Let's learn a little bit more about him. In groups of three, discuss and write things about Cristiano Ronaldo that you already know.

What we know about Cristiano Ronaldo:

Write things you want to know about him.

What we want to know about Cristiano Ronaldo:

B Let's Read

Read the following text and answer the questions based on the text.

Cristiano Ronaldo

Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.



Picture 1.7 CR 7 is showing his skill.
Source: *Jan S0L0/Flickr/CC-BY-SA 2.0 (2010)*

While jumping, Ronaldo's G-force is five times higher than that of a cheetah. He can

jump up to 78 cm in the air; this jumping height is much more compared to any basketball player. All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around $500 million and **this** makes him one of the richest athletes.

Adopted from: *https://youthmotivator4life.com/cristiano-ronaldo-biography/*

1. What is the main idea of the text?
2. What makes Cristiano Ronaldo different from other players in scoring a goal?
3. How did he get known as a rocket man?
4. How does the text organized its idea about Ronaldo?
5. "Ronaldo's G-force is five times higher than that of a cheetah." What can you infer from the sentence above?
6. What is the function of the picture in relation to the verbal text?

C Read and Discover

This time, focus on what is discussed in each paragraph. Match the topics about Cristiano Ronaldo below with the information from each paragraph in the text. Compare your answer with your friends' answer. Tell each other how you find the information in correct paragraph.

Information	Paragraph
Speed	
Success	
Jumps	
Goal Skills	
Training	

Now, write the things you learned about him.

What we learned about Cristiano Ronaldo:

D Take Notes

Did you learn new words from the text? Add them to your Vocabulary Box in Task 1.

E Let's Dig Deeper

When you read a biography article of a famous person, you will likely find that the article includes pictures of the person, like Cristiano Ronaldo's picture that you see before you start reading. Think about these questions and discuss them in pairs.

- What do you notice first from the picture?
- What does the picture tell you?
- How does the picture relate to the written text?
- What happens with the message of the text if the picture is deleted?

Task 4

A Let's Play

Move around the class and ask questions to find *someone who* .... Your teacher will give you an example. Write the names on each box. Ask as well the reasons using questions words 'why/how'.

You can use the following to start off your conversation while going around the room. *Hi/Hello!* *Who is your favorite Indonesian athlete?* *Why do you like him/her?* *Thank you*

Find someone who is a fan of ...		
... Mohamed Salah	... Greysia Polii	... Valentino Rossi
... Lalu Muhammad Zohri	... Lionel Messi	... LeBron James
... Jonathan Christie	... Muhammad Ali	... Michael Jordan

B Share the Result

Share the findings from this activity. Which athlete is the most popular? Which athlete is the least popular? Why is that? Explain your answer.

Task 5

A Listen and Take Notes

Listen to the description of Cristiano Ronaldo. Which side of him does the speaker talk about this time? Complete the text using the words from the box.

thoughtful	apologized	humble
fit	blood type	gives
generous	underprivileged	

He is very kind and (1) ________________________. I found on the internet that his (2) ________________________ is probably A negative. Sometimes he (3) ________________________ his blood to the blood bank so that people who need the same blood type as him will be able to use it.

It is not the only good thing that I like about him. He is very (4) ________________ and loves to maintain his health by not smoking. He does not like to drink alcoholic drinks and also there is no tattoo on his body as well. He believes that a tattoo will not be good for the blood that he donates to the blood bank.

Ronaldo is also very (5) ________________ which makes him a philanthropist. He donates billions of dollars to the poor and (6) ________________ people across the world.

As a sports celebrity he remains (7) ________________. Ronaldo treats his fans in a very courteous way. Once, a person in the audience was injured in the face by the football kicked by Ronaldo. Right after the match, Ronaldo (8) ________________ personally and gave him his jersey.

B Use Your Words

Go back to the athlete that you have chosen for Task 2 Activity E. Think about the virtues or values that make him great or special. Is he/she generous, skillful, or shows other qualities? Use the following format to help you state the reason.

I like/admire/adore __________________________ because he/she ____.

____________________________________ inspires me because he/she is ____.

For example, he/she ____________________________________.

C Let's Practice

Think about the athlete you choose from the previous task or other athletes if you want. Take notes on their *physical features (such as hairstyles, height, skin tones), personalities and other information* such as where he/she is from. Take notes also on how he/she has inspired you.

D Let's Describe

Work in pairs. Take turns to describe the athlete to your partner using the information from your notes. Ask your classmate questions about the athlete.

Task 6

Think and Plan

You are going to write a description of your favorite athlete that you have chosen in the previous tasks. Fill in the table with information about the athlete to help you write a description of him/her later. An example has been provided. You can add more columns if you think it is necessary.

Name	LeBron James Nicknamed "King James"
Date of Birth	December 30, 1984
Personality/Virtues/ values	Confident, determined
Name of sport	Basketball
Height/Weight/Hair/Skin tone	193 cm/He is tall 113 kg/curly/dark-skinned
Achievements	- NBA Most Valuable Player Award - NBA All-Defensive Team - Best NBA player ESPY Award

Task 7

A Let's Write

Write a description of your favorite athlete based on the data in the table above.

B Do a Peer Review

Exchange your writing draft with your classmate. Check your classmate's writing using the following checklist. Place a tick mark once you have completed the checking of each aspect.

No.	Aspects Being Checked	My Review ✓	Peer Review ✓
1.	A title is provided.		
2.	The writing is organized into paragraphs with only one topic in each paragraph.		
3.	The first paragraph introduces the athlete that is being described.		
4.	The rest of the paragraphs include the following: topics on the athlete's profile, physical features, values, virtues and his/her achievements.		
5.	Uses descriptive words, and offers vivid adjectives to draw pictures in the reader's mind. The choice of words seems natural.		
6.	The spelling is accurate.		
7.	The text is between 100 to 200 words.		
8.	The draft has has used another mode (e.g. pictures).		

C Publish Your Writing

Make necessary changes in your writing based on the checklist. Turn in your work for a final review by your teacher. You can publish your writing in the media of your choice.

✓ Chapter Review

Q: What do you think are two most important traits that should be owned by great athletes?

A: ____

____

Q: What are two physical descriptions that you use to describe Cristiano Ronaldo?

A: ____

____

Q: Mention two facts about Cristiano Ronaldo that you believe make him a great athlete.

A: ____

____

Q: What are three descriptive words that you use the most when drawing a person?

A: ____

____

Q: How did you start your descriptive paragraph? What did you write in the introduction part of a descriptive paragraph?

A: ____

____

Q: What information did you have/put in the paragraph to describe a person?

A: ____

____

Q: Write two sentences that you used in your paragraph when you describe physical appearance.

A: ____

____

Q: Write two sentences that you used in your paragraph when you describe personality.

A: ____

____

Comment:

____

Reflection

Please reflect on the chapter. Write your reflection in the box. The following questions are your guide.

1. How did you feel about this chapter?
2. Name three things you learned.
3. Do you have a question about this chapter?

Assessment

Individual Project: What makes a great athlete?

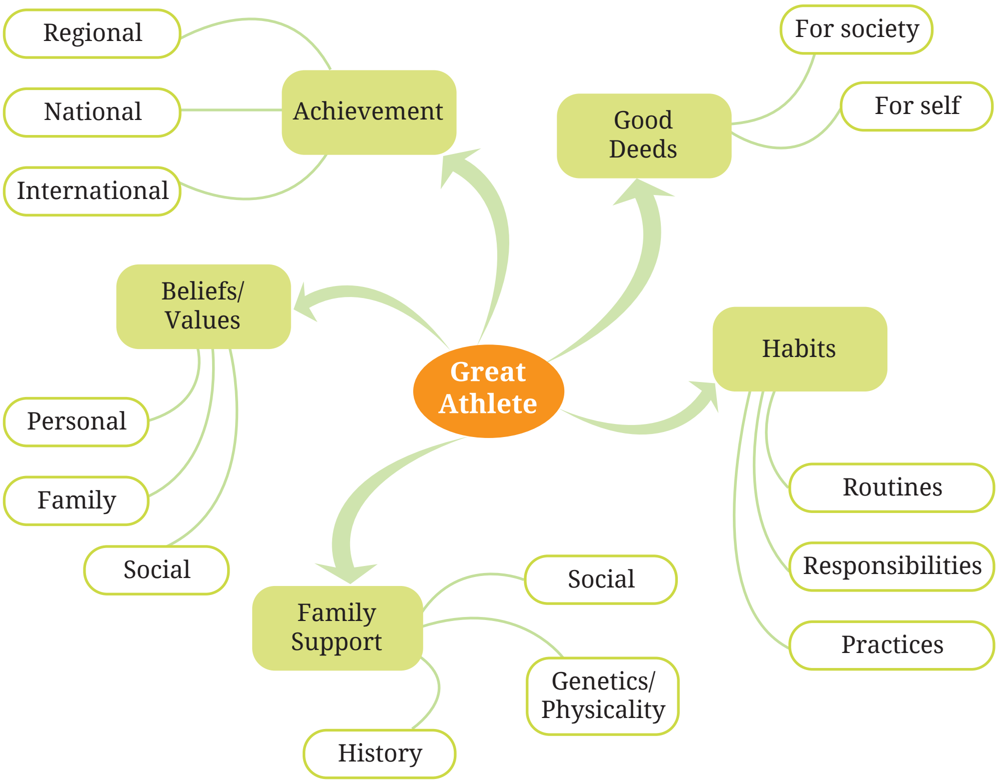
By the end of this project, you will be able to come up with a portrait and an essay describing what makes a great athlete.

Steps:

a. Let's brainstorm

First, you need to create a mind map to help you brainstorm some traits required for someone to be a great athlete.

This is just an example, you can add more bubbles to complete your version of a good athlete.



Picture 1.8 Mind map of the traits of a great athlete

b. Let's draw

Now you will draw a portrait that represents the information from your mind map. You may use symbols, icons, or illustrations.

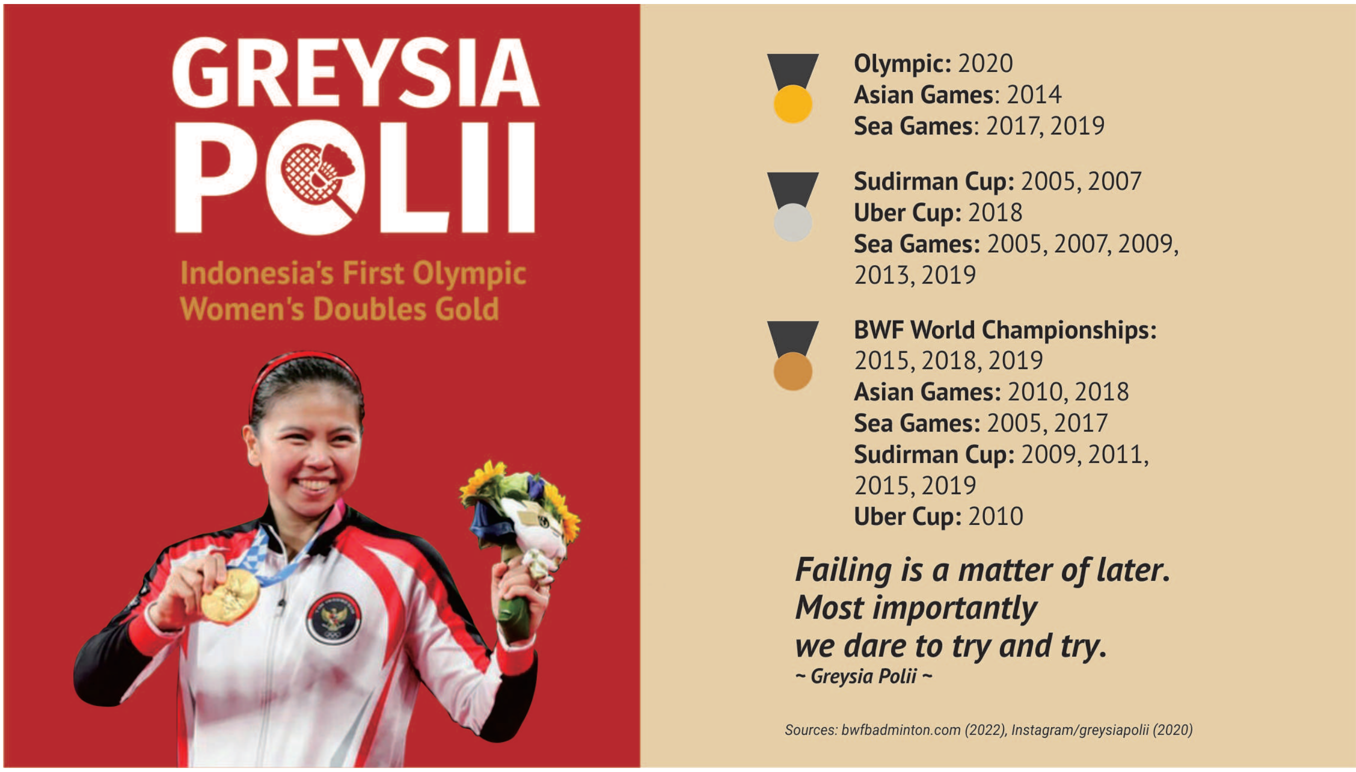
If you are not comfortable with drawing your self-portrait, you can use computers or other technology. You may want to cut out words and images from magazines and newspapers to make a collage.

c. Let's write

Using your mind-map and self-portrait, write at least 100-word essay with the title: 'What Makes Great Athletes?'

d. Let's share

Share your project result with the class by presenting it.



Picture 1.9 Greysia Polii, one of the Indonesian great athlete.

Project Rubrics

Component	Brainstorm Bubbles	
	Concept Knowledge (Adjectives)	
SCORE	20	Identifies all the important concepts and shows an understanding of the relationships among them; Shows an understanding of the topic's concepts and principles and uses appropriate adjectives
	15	Identifies important concepts but makes some incorrect connections; Makes some mistakes in using adjectives or shows a few misunderstandings of concepts
	10	Makes many incorrect connections; Makes many mistakes in using adjectives and shows a lack of understanding of many concepts
	5	Fails to use any appropriate concepts or appropriate connections; Shows no understanding of the topic's concepts and principles
Component	**Self-Protrait**	
	Features	
SCORE	20	Portrait is very carefully drawn or made and shows all the components written in the brainstorm bubbles; All features show the athlete's "identity"; very expressive and detailed.

	15	Portrait is carefully drawn or made and shows most of the components written in the brainstorm bubbles; Most features show the athlete's "identity"; somewhat expressive and detailed.
	10	Portrait looks rushed and sloppy; a few features show the athlete's identity; Some detail is missing.
	5	Does not finish the self-portrait, or rushes at the end to get it done. Much detail is missing.
Component	**Essay**	
	Ideas and Task Understanding	
SCORE	10	Presents ideas in an original manner; Writing shows a strong understanding of concepts and task
	5	Ideas are too general; Writing shows adequate understanding of concepts and tasks
	Grammar, Spelling, and Mechanics	
SCORE	20	Virtually no spelling, punctuation or grammatical errors
	15	Few spelling and punctuation errors, minor grammatical errors
	10	A number of spelling, punctuation or grammatical errors
	5	So many spelling, punctuation and grammatical errors that it interferes with the meaning

<table>
<tr><th rowspan="2">Component</th><th colspan="2">Speaking/ Presentation</th></tr>
<tr><td colspan="2">Fluency and Pronunciation</td></tr>
<tr><td rowspan="4">SCORE</td><td>20</td><td>The student speaks clearly and articulately with no hesitation; The student’s pronunciation is exceptional and mirrors a near-native speaker.</td></tr>
<tr><td>15</td><td>The student is able to respond to the prompt with few errors and relative ease; The student’s pronunciation is clear, with few errors</td></tr>
<tr><td>10</td><td>The student demonstrates some fluency and is able to construct a simple sentence; The student is inconsistent in their pronunciation. Some words are pronounced correctly, and others are not correct.</td></tr>
<tr><td>5</td><td>The student has great difficulty correctly putting words together in a sentence; The student struggles to pronounce words.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><th>Component</th><th colspan="2">Time and Effort</th></tr>
<tr><td rowspan="2">SCORE</td><td>10</td><td>Class time was used effectively. Much time and effort went into the planning and design of the piece. Considerable progress could be seen each day</td></tr>
<tr><td>5</td><td>Little or no effort for this project was demonstrated.</td></tr>
</table>

Enrichment

The Paralympic Heroes

Background



Picture 1.10 Leani Oktila Ratri, one of the paralympic heroes.
Source: *Getty Image/olympics.com (2021)*

Leani Oktila Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Ratri Oktila thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.

Source: *https://olympics.com/en/news/paralympic-badminton-star-leani-ratri-oktila-the-pride-of-indonesia*

What to Do

Step 1

Research and write profiles of Paralympic games heroes and heroines who have had to overcome obstacles in their lives to achieve sporting success. You may want to use the following questions to guide your research and writing process?

1. What sports do they play?
2. What limitations or physical impairments do they have?
3. What had caused the impairments?
4. What obstacles do they need to overcome?
5. What achievement have they gotten so far?
6. How does their story affect you personally?
7. How can their story inspire society to change?

Step 2

Present your writing in the form of a short video. You may use youtube shorts, tik tok, or Instagram reels to publish your work.

Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch1.docx

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Chapter
2

Sports Events



Where is the best place
for watching sports games?

Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal recount text presented in multimodal form about sports event.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally to tell about a sports event.
3. write a recount text about a sports event with an appropriate structure of organization and linguistic features and present it.

Do You Know?

Personal recount text is one type of recount text in addition to factual, autobiographical, biographical, literary, and historical recount. It retells the writer's past experiences with the aim to either inform or to entertain the audience. It often consists of orientation, series of events, and reorientation.

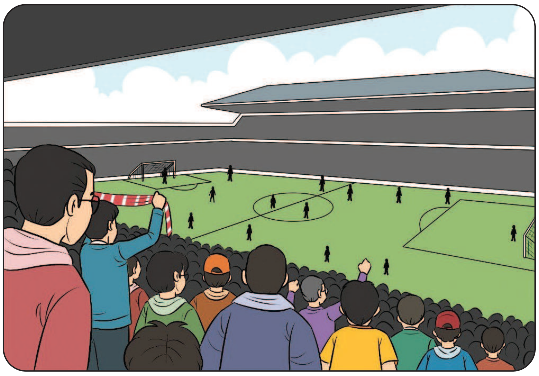
Questions to Think About

1. What is the effect of watching sports games on your health?
2. How can you say if someone is a loyal fan of a team or a player?

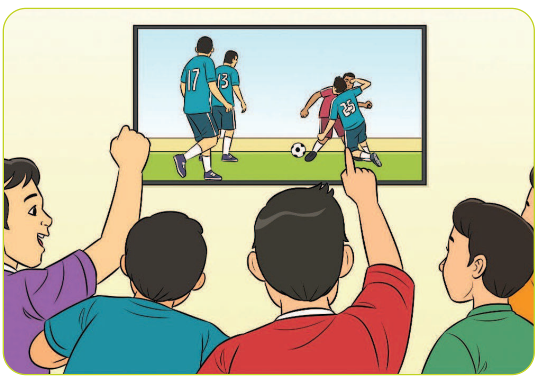
Task 1

A Look and Answer

Look at the pictures and answer the questions.



Picture 2.1 Watching live sports event



Picture 2.2 Watching sports event at home

1. What do you see in the picture? Tell the class.
2. How can you tell if someone is a loyal fan of a team or a player?
3. Which activity do you prefer? Why?

B Take Notes

Write the words you learn from the question and answer session in the Vocabulary Box.

Vocabulary Box

C Discuss and Decide

How did it feel to watch a sports event? Some people enjoy watching sports games live or through the screen. In groups of three, rank the following list based on what you think are the most important etiquette to be a good spectator. Explain the result to the class.

	Do not litter.
	No profanity.
	Stand for the National Anthem.
	Congratulate the winning team.

	Keep your comments positive.
	Mind your manners.
	Don't let trash talk escalate.
	Avoid continuous extra loud yelling.
	Quiet during National Anthem.

Task 2

A Listen and Discuss

Listen to Agam talking about his experience of watching a sport event and answer the following questions:

1. What did the speaker tell you?
2. How does he feel about watching a live football match?
3. Where did he watch the match?
4. How many people were there in the stadium?
5. "While the match was exciting nonetheless, I kept on chewing the hotdog I bought earlier. ***It*** was a bit chewy, but it was smooth and tasted really good." What does the word 'it' refer to?

B Listen and Find out

Listen again to the audio recording then find out what Agam is experiencing during the match. In small groups, fill in the following categories of senses with appropriate words that describe Agam's experience of the sports event. Share your results with the class.

See	Hear	Smell	Touch	Taste
				

Picture 2.3 Five senses

C Let's Practice

Sit in pairs. Your teacher will give you two pictures of sports games. Decide in which activity they have more exciting experiences. Explain the reasons why.

Task 3

A Read and Rearrange

Andi is writing about his experience of watching a football match. In pairs, rearrange the paragraphs into a meaningful text. Discuss your results with the class.

	Anyway, the football match *took place* about 5 years ago, when two of the best football clubs of my country played against each other in a final match of the national football tournament. The two arch-rival teams had already *clashed* against

	each other in the past, and their number of wins was pretty much the same throughout the history of their clash, especially in this tournament. So, essentially, nobody really knew which team was favorite to win the final.
	The game continued *scoreless* up until the half time interval, but as the second half of the game started, the intensity of the game increased. In the meanwhile, I was getting nervous in the stadium because my team wasn't exactly playing up to our expectations. In fact, my team was lucky to survive a few scoring chances from the *opponent* team. Then, suddenly, the ball was passed to the main "striker" of my favorite team from nowhere, and a goal was scored by my team, leaving the supporters of my team completely ecstatic and crazy with the feeling of a possible victory. And, in the end, we were indeed the victorious team.
	Anyway, I consider this match to be interesting because we never know which team is going to win. Besides, I consider this match exciting also because it attracts supporters from all over my country. Finally, it is also interesting because no other sporting event makes us as emotional as this one.
	I like football, whether it is played between two international teams or local teams, as long as the teams give their best on the field. The sporting event that I would like to talk about was a national club football tournament in my country that takes place every year.

	But when the game actually started, all the supporters of both the teams were screaming and *encouraging* their respective teams as if they were bound to win. As a supporter, I also wanted my team to win at all costs. Anyway, both teams were playing very "*rough and tough*" football that led to some unwanted "*fouls*" and some unfortunate "*fistfights*".

Adopted from: *https://www.ielts-mentor.com/cue-card-sample/629-describe-a-sporting-event-you-attended*
Retrieved: *February 7, 2022*

B Guess the Meaning

Without using a dictionary, guess the meaning of these words/phrases from the text using context clues. Share with the class how you get to your answer.

Words/Phrases	Meaning
took place	
clashed	
scoreless	
opponent	
encouraging	
rough and tough	
fouls	

C Take Notes

Did you learn new words from the text? Add them to your Vocabulary Box.

Vocabulary Box

D Discuss and Answer

1. Are there any parts of the writer's experience in watching the game that are similar to yours?
2. Why do you think the writer stated that the winner was unpredictable?
3. Could you feel the same excitement of watching the game by just reading the text?
4. How do you think the writer's can help you to do active reading using your five senses?

Task 4

Let's Play

Sit in small groups. Your teacher will give you sense-cards. Put the cards face-down. Imagine you watch the sports game in the picture. Take turns telling your imagined experience watching the sports game. Use the sense card you get as a guide.



Picture 2.4 Pencak silat



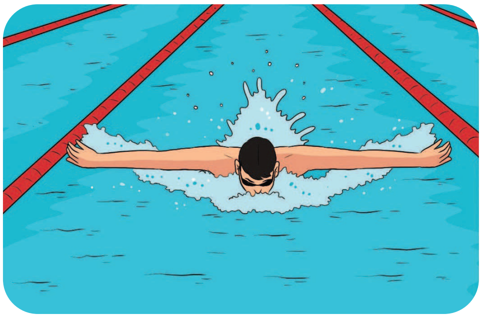
Picture 2.5 Rowing



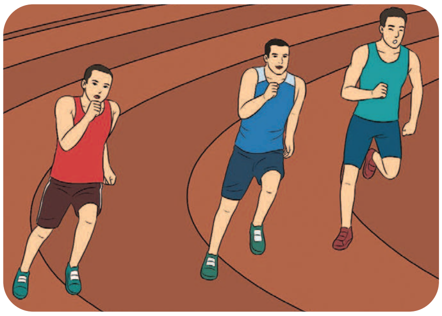
Picture 2.6 Volleyball



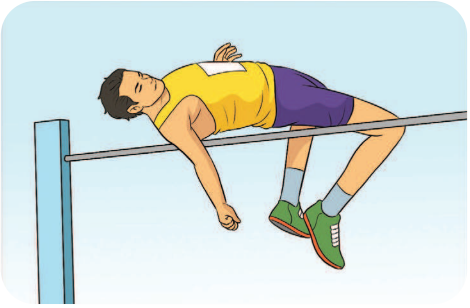
Picture 2.7 Wall climbing



Picture 2.8 Swimming



Picture 2.9 Running race



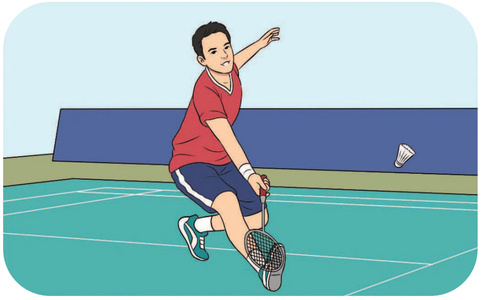
Picture 2.10 High jump



Picture 2.11 Surfing



Picture 2.12 Basketball



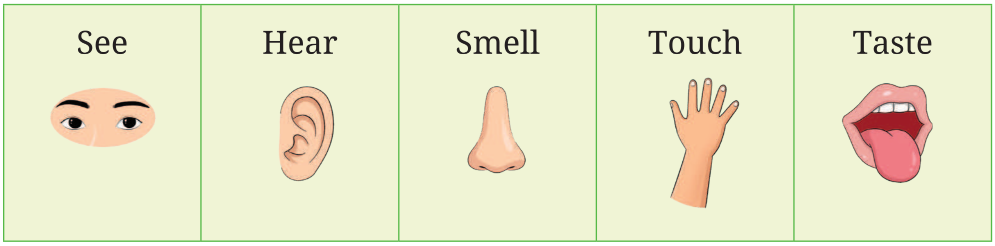
Picture 2.13 Badminton



Picture 2.14 Hockey



Picture 2.15 Cycling



Picture 2.16 Five senses

Task 5

A Think and Take Notes

Think about the last sports event you watched. Write a short note about the situation using the following questions to guide you.

- What sports event did you go to/watch?
- When was it?
- Where did you watch it?
- Who did you watch it with?
- What do you think about the spectators and the game?

B Let's Share

Talk about your experience to your partner without looking at your notes. When you have finished sharing your experience to your partner, find another partner and talk about your experience again. Follow this until you have talked to 5 or more people in your class. Talk about your experience again. Change your partner again to do the same activity.

Task 6

Think and Plan

Take your notes from the previous activity. You are going to tell the sports event by providing details about the event.

Complete the table below by answering the questions that will help you with. Fill in the table with a sports event that will help with your writing task later.

What sports event did you attend?	
Is it your favorite sport?	
When did you watch it?	
Where did you watch it?	
Why did you choose to watch it on TV/live?	
Who did you watch it with?	
Why did you go with him/her/them?	
What did you see?	
What happened first, next, then?	
How did you feel about the event?	
What made you feel that way?	
What did you hear/see in the event?	

Task 7

A Let's Write

Based on the information you have written in the table above, write a description of the sports event you attended or watched. Use the notes you have written to tell the event.

B Do a Peer Review

Check your own writing by ticking the list below. Then ask your classmate to check your writing.

No	Aspects being checked	My Review	Peer Review
1.	A title is provided.		
2.	The writing is organized into paragraphs with only one topic in each paragraph.		
3.	The first paragraph introduces the sports event that is talked about.		
4.	The rest of the paragraphs include the topics on the location, companion, and the elements of what your five senses can experience.		
5.	Uses the words that are used to talk about events, and offers vivid adjectives to draw pictures in the reader's mind. The choice of words seems natural.		
6.	The spelling is accurate.		
7.	The text is between 100 to 200 words.		
8.	The text has used another mode (e.g. pictures).		

C Publish Your Writing

Make the necessary changes in your writing based on the checklist. Turn in your work for a final review by your teacher. You can publish your writing in the media of your choice.

Tips: Be careful when you use social media, please remain respectful and mindful with what you say and share.

Chapter Review

Q: What do you think is the best place to watch sports game? Why do you think so?

A: ____

____

Q: What do you think are the four most important etiquettes that should be owned by good spectators? Why do you think so?

A: ____

____

Q: Mention the five senses that you have used to tell your experience of attending an event.

A: ____

____

Q: Give an example of a word (one word only) that you have used to describe each sense you mentioned in the previous question.

A: ____

____

Q: Mention two most memorable events that you have ever attended. What makes them memorable to you?

A: ____

____

Q: What are the four words that have helped you the most when talking about what you see?

A: ____

____

Q: What information did you prepare or have to talk about an event?

A: ____

____

Q: Write two sentences that talk about what you feel about an event that you attended.

A: ____

____

Q: Write two sentences that represent the event.

A: ____

____

Comment:

____

Reflection

Please reflect on the chapter. Write your reflection in the box. The following questions are your guide.

1. Things I learned from this chapter.
2. Things I want to learn more about.
3. Questions I have.

Assessment

Group Project: Organizing Sports Event

By the end of this project, you will be able to come up with a planner or proposal of a sports event. From your experience of attending a sports event, you are now given the chance to create your own sports event that can bring more joy to other people.

1. Let's think

Think about the following factors before you create your event.

a. Set specific goals.

   1. Why do you need to hold this event?
   2. How many participants are required to attend the event?
   3. Do you want to attract a local or international audience? How will you do that?
   4. Which values are you promoting? Is the goal purely sports-related or do you support a good cause?
   5. What will the event schedule look like?

b. Choose a suitable venue.

   1. Accessibility:

      Does the venue have enough parking space to hold many vehicles? Is it easily accessible by public transport?

   2. Capacity:

      Is there enough room to accommodate your target attendance, including your team, the participants, and the supporters?

3. Available equipment:

   How many toilets? How many fields? How is the space for the audience? Think of the comfort of both your participants and supporters.

c. Think about the budget

   Think about your needs and your budget resources. You may obtain grants, financial support from sponsors, or income from ticket sales and other related products.

2. Let's create

Develop your event plan by writing the event details based on your answers in the previous activity. In this part, you are encouraged to use different modes including text, tables and images.

3. Let's present

You should present the proposal as an oral presentation, supported by charts, graphs, and other documents. Presentations and proposals should include writing and speaking that informs the event thoroughly.

4. Let's assess

Evaluate classmates' proposal. Give constructive feedback on the effectiveness of the idea, presentation, and proposal. Lastly, share your feelings about the level at which you would gladly attend or be part of the event.

Grading Rubric for Event Proposal

Teamwork (25%)	
Sophisticated	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.
Competent	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other
Needs improvement	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted
Contribution (25%)	
Sophisticated	All requirements and objectives are identified, evaluated and completed.
Competent	All requirements are identified and evaluated but some objectives are not completed.
Needs improvement	Many requirements and objectives are not identified, evaluated and/or completed

Composition (25%)	
Sophisticated	The event proposal was well organized and clearly written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Diagrams/picture/graph/table were used to clarify presentation of ideas. Sentences were grammatical and free from errors.
Competent	The event proposal was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor expectations. Diagrams/picture/graph/table were consistent with the text. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader.
Needs improvement	The event proposal was organized and clearly written for the most part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor expectations. Diagrams/picture/graph/table were consistent with the text. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader

Presentation (25%)	
Sophisticated	The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.
Competent	The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience.
Needs improvement	The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience.

Enrichment

The Paralympics Games

Background

The Tokyo 2020 Paralympic Games were a major international multi-sport event for athletes with disabilities governed by the International Paralympic Committee. The 16th Summer Paralympic Games were scheduled to be held in Tokyo, Japan between 24 August and 5 September 2021. The event was still called Tokyo 2020 despite taking place in 2021 due to the outbreaks of the Covid-19 pandemic.

Source: *https://olympics.com/en/sport-events/paralympic-games-tokyo-2020/*



Picture 2.17 Paralympic games
Source: *Lintao Zhang, Getty Images (2020)*

What to Do

Step 1

Explore the 2020 Paralympic Games. Compare the coverage of the Japan 2020 Paralympics with that of other Paralympic Games, such as Rio de Janeiro in 2016, London in 2012, or Beijing in 2008 (You need to choose one). What similarities and differences are there in the following issues? What might be the reasons for any differences?

1. The bids process
2. Preparations including transport, volunteers, medals, impact of the COVID-19 pandemic, torch relay.
3. The games including sports (are there any new sports), the national teams participating, the number of athletes.

4. The medal summary
5. The events schedule (calendar)
6. The venues
7. The marketing including logo, mascot, animated shorts.
8. The broadcasting
9. The concerns and controversies

Step 2

Present your finding result in the form of a cohesive informational graphic that effectively showcases and highlights the data in a way that is simple and easy for your audience to understand. You may use pictures, graphs, and charts.

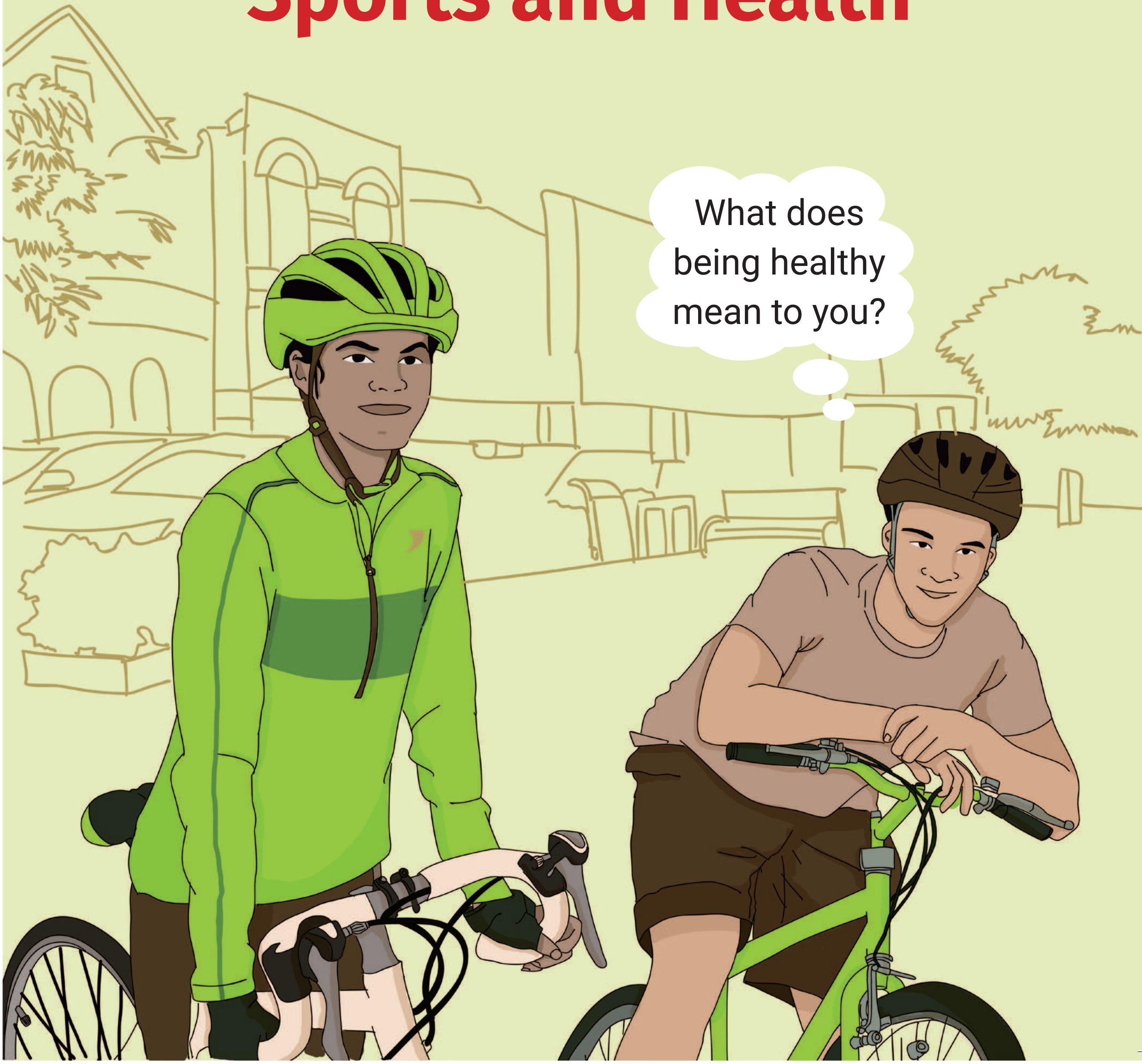
Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch2.docx

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Chapter 3

Sports and Health



Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about sports and health.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about sports and health.
3. write a procedure text about sports and health with an appropriate structure of organization and linguistic features and present it.

Do You Know?

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may nor contain materials, and steps.

Questions to Think About

1. Why do you think you need to stay healthy?
2. Can you mention one creative way of staying healthy?

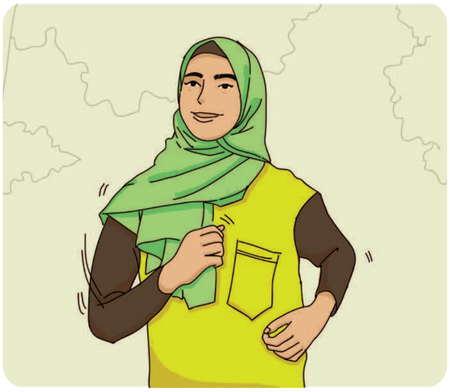
Task 1

A Look and Answer

Look at the pictures then answer the questions.



Picture 3.1 Slouching on the couch



Picture 3.2 Doing exercises



Picture 3.3 Working in front of computers



Picture 3.4 Eating healthy food



Picture 3.5 Playing games



Picture 3.6 Eating junk food

1. Which activities can make you stay healthy? Why?
2. Which activities make you happy? Why?
3. Would you rather stay healthy or be happy?

B Listen and Answer

Listen to someone sharing different ways on how to stay healthy. Answer the following questions based on the text you listened to.

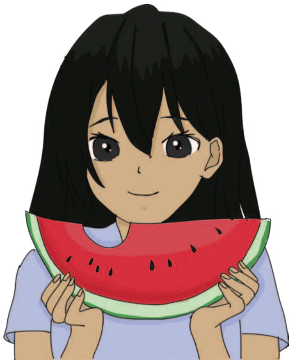
1. In what situation is the text most likely used?
2. Where would you usually find this text?
3. Who will most likely read the text?
4. Which of the following activities are suggested?



Picture 3.7 Brushing her teeth



Picture 3.8 Eating junk food



Picture 3.9 Eating healthy food



Picture 3.10 Sleeping



Picture 3.11 Weighing his/her body



Picture 3.12 Relaxing



Picture 3.13 Doing exercises



Picture 3.14 Listening to music

Draw the picture of the activity that you think was mentioned in the text but not represented by the pictures shown above.

C Take a Survey

Sit in small groups. Ask your classmates in the group how many times they do the following activities:

You can say:

How many times a week/a month do you ...?

Activities	Never	Sometimes	Often	Always
exercise				
eat healthy foods				
check your weight				
get 8 hours of sleep				
brush and floss your teeth				
wear sunscreen when you go outside				

D Share and Compare

Compare the information. Are there any other activities that are popular among your classmates that have not been mentioned in the list of activities?

E Take Notes

Did you learn new words from the text? Add them to your Vocabulary Box.

Vocabulary Box

Task 2

A Listen and Answer

Listen to a conversation of two classmates talking about healthy activities that one of them has decided to do. Answer the questions based on the conversation.

1. Who are they?
2. What has made Rindi surprised?
3. What made Bahar see his doctor?
4. What has Bahar done to live healthier?

B Listen and Complete

Listen to the audio recording again and complete the following information in the table. More than one answer is possible.

Bahar's main problem	
Doctor's solution	
Other health consequences	
Some forms of lifestyle changes	

C Discuss and Share

Discuss the answer to the following questions with a partner, then share it with the class

1. What would you do if you were in the same situation as Bahar?
2. Do you think the efforts Bahar has done will help him? Why/ Why not.

Task 3

A Read and Decide

Study the two infographics on mental and physical health below.



Picture 3.15 Tips for taking care of mental health



Picture 3.16 Seven healthy habit for weight loss

Decide if the statements are true or false according to the infographics.

Infographic A The following activities can maintain your mental health	True	False
Engross yourself shortly with what is around you.		
Remind yourself that some things can go wrong.		
Mind your bodily well-being.		

Infographic B The following activities can help you lose weight	True	False
Miss your morning meals.		
Avoid drinking water when you get up from your sleep.		
Have a big portion for your lunch.		

B Let's Complete It

Complete the following sentences with **ONE** word from the infographics.

1. In order to lose weight, you need to avoid a sedentary lifestyle and begin to .... around.
2. Make sure you have enough gap between your dinner and your ....
3. Talking about your problem may help you with mental health only if you .... the person you talk to.
4. You need to convince .... that despite all the problems, by the end of the day everything is going to be fine.
5. You need to consume .... the first thing in the morning.

C Discuss and Decide

Now discuss in your groups the answers to the following questions.

1. Which of the tips from the mental health infographic that you have done? How was the effect?
2. Which of the tips from the mental health infographic that you want to try? Why?
3. Have you tried any weight loss habits mentioned in the infographic? Which one/s?
4. Do you have other tips for weight loss?
5. Why do you think people feel the need to lose weight?

Task 4

A Let's Play

We are going to play **Self-care Bingo**. Self-care means to practice things including hygiene, nutrition, etc. to keep yourself physically and mentally healthy. Here are the steps:

1. Have a blank bingo card. You may draw or your teacher may provide it for you.
2. See the list of self-care activities, write the ones you like to do for self-care on the tiles of your bingo card.
3. Your teacher will mention self-care activities from the list one by one randomly.

B	I	N	G	O
		★		

Picture 3.17 Self-care Bingo

4. Search and mark the activities you have written on your Bingo card.
5. The winner is someone who can fill in a row (vertically, horizontally, or diagonally).
6. You can yell, BINGO! Once you marked one row completely.

B Let's Discuss

How do you think the game help you understand the importance of self-care to maintain your health both mentally and physically?

Task 5

A Let's Have a Group Discussion

When you have done enough self-care, it is believed that you will be able to care for others. Let's play the following game to see how well you can help others to cope with the situation they are faced with by giving them sound suggestions.

Steps:

1. Form small groups.
2. Take turns spinning a pen on the game board.
3. Read the situation that the pen points at.
4. Give a suggestion of what to do in that situation.



Picture 3.18 Board of spinning game

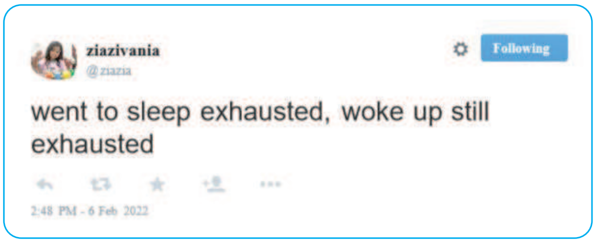
B Let's Share

Everyone needs to make time to care for their own needs daily, so she/he has the strength and ability to care for others. From the game you have played, talk to your classmate whether you think you are the one who needs more advice or the one who can give advice?

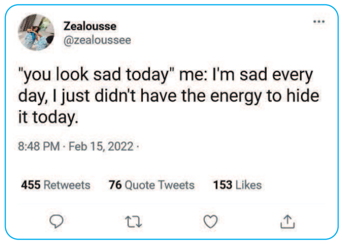
Task 6

A Read and Think

Study the following writing prompt.



Picture 3.19 A Screenshot of a twit
Source: *Ziazivania/Twitter (2022)*



Picture 3.20 A Screenshot of a twit
Source: *Zealousse/Twitter (2020)*

B Draft a Text

Based on the writing prompt or health problems faced by students in general, create your own tips on how to maintain physical or mental health as students. Talk about what aspect of health you would like to write about, what you will need to do to maintain the health, the steps you will use to explain your tips, and how you think your tips will be concluded. When you have finished sharing with a partner, write your ideas on this organizer to help you plan your tips.

Title	
Purpose	
Steps	

Task 7

A Write the Text

Write a simple procedure text of how to maintain health based on the draft you have prepared.

B Do a Review

Work in pairs to do peer review. Check your own writing by ticking the list below. Then ask your classmate to check your writing.

No.	Aspects being checked	My Review ✓	Peer Review ✓	Suggestion
1.	You write the text title.			
2.	Your purpose is writing in clear sentences.			
3.	Your steps are clear and in correct order.			
4.	Your sentences are complete and easily understood.			
5.	The spelling and punctuation is correct.			
6.	The text is between 100 to 200 words.			
7.	Text uses another mode (picture).			

C Publish Your Writing

Make the necessary changes in your writing based on your classmates' review and teacher's suggestions.

You can write your text in the form of an infographic and publish it to the media of your choice.

Chapter Review

Q: If you have to choose, do you want to stay healthy or do you want to stay happy?

A: ____

____

Q: Mention your two favorite ways of staying healthy.

A: ____

____

Q: Why do you think listening to loud music is not good for your health?

A: ____

____

Q: Give two examples of what your classmates always do to stay healthy based on survey activity in Task 3 Part C.

A: ____

____

Q: How do you think your lifestyle can affect your health?

A: ____

____

Q: Why do you think people should pay attention to both mental health and physical health?

A: ____

____

Q: What are the three parts of the procedure text?

A: ____

____

Q: Write three words that can be used to signal steps when you give some tips to do something.

A: ____

____

Q: Write two sentences that can be used as the introduction on how to stay healthy.

A: ____

____

Comment:

____

Reflection

Please reflect on the chapter. Write your reflection in the box. The following questions are your guide.

1. What stuck with you the most about tasks in this chapter?
2. What are the top three things you learned?
3. What are 5 keywords that are important about this topic?

Assessment

Group/Individual Project: Health Campaign

By the end of this project, you will be able to come up with a poster of a Health Campaign.

1. Think about it

a. Which aspect of health are you going to promote?
b. Who is your target audience?
c. Have you had enough sources to support your campaign message?

2. Do the checklist

No.	Criteria	Yes	No
1.	Is your poster imaginative and interesting?		
	· Does it catch the audience's intention?		
	· Is it creative?		
	· Does it show effort and care?		
2.	Is your poster effective at addressing the issue of health?		
	· Does your poster deal with a health issue that your audience deals with?		
	· Is it clear from your poster what you want from the viewer?		
	· Does it have an impact on the audience?		
3.	Do you make good use of text, image, layout, and font/style?		
	· Have you included a creative and attention-grabbing image?		

	· Does your poster's layout clearly present your information?		
	· Have you included enough text? Is it informative?		
	· Have you used multiple fonts/styles to enhance your text?		
4.	Is your poster free of spelling mistakes?		

3. Sketch the poster

You may sketch your poster using this format or use a poster maker application.

Image:

What image will you use? Describe here and explain why you think this is a good choice.

Font and Style:

What fonts are you using? Why are some words larger than others? Explain your choices here.

Text:

Write (and rewrite!) the text you will include in your poster here:

4. Make it public

Publish your poster to the media of your choice.

Grading Rubric for the Poster

Completion		
POINTS	20-25	Poster is 100% complete. It is clear that the student addressed all parts of the task very well
	14-19	Poster is 70% complete. The student addressed most parts of the task well.
	8-13	Poster is 30% complete. The students addressed some parts of the task.
	0-7	No poster turned in or the poster did not address the task.
Student Work & Creativity		
POINTS	20-25	Student work is thorough, clear, and had no spelling or grammatical errors. The work is extremely neat and the layout is well thought out. Student used different media to portray health issue campaigns.
	14-19	Student shows an adequate amount of work for the assignment with few spelling or grammatical errors. The work is neat and effort was made to complete the whole assignment but presentation could be better
	8-13	Student shows some work, but it is inadequate. Many spelling or grammatical errors. The work is messy. A lack of effort is very apparent from the final product. Very little creativity was used to complete the assignment.
	0-7	Student shows no effort in his or her work or it is incomplete.

Accuracy		
POINTS	20-25	Poster is 100% accurate, included relevant facts and plenty of information from the trusted sources that addressed the intended health campaign.
	14-19	Poster is 70% accurate with some relevant Facts and plenty of information from the trusted sources that addressed the intended health campaign.
	8-13	Poster is 30% accurate with few relevant Facts and few of information from the trusted sources that addressed the intended health campaign.
	0-7	There are no facts included to address the health issue.
Format		
POINTS	20-25	Student followed the required format as what stated in the checklist.
	14-19	Student followed the required format as what stated in the checklist
	8-13	Student attempted to follow the required format but some were not meeting the task requirement.
	0-7	Student did not follow the poster format

Enrichment

My Daily Jurnal

Background

A study conducted in 2021 to 210 students from junior high school, senior high school, and university levels which were selected randomly revealed that there was a positive and significant influence of the students' age group on mental health and stress levels during the outbreak of COVID-19. The analysis also concluded that students in the 12-15 years' age group had the worst mental health level. Meanwhile, students in the 20-25 years' age group are known to have the lowest anxiety level. Overall, this study found that Indonesian students experienced a decline in mental health and detected an increase in anxiety levels. The level of mental health and student anxiety has implications for their learning at home, which can lead to unsatisfactory learning outcomes.

Source: *http://dx.doi.org/10.23887/jpi-undiksha.v10i4.30119*

What to Do

Step 1 (Do this for at least a week)

1. Start a daily journal, including weekends, of your daily life.
2. Try to use English in writing your journal.
3. Include emotions, feelings, and thoughts as well as what events took place.

4. Make sure you keep your journal private and locked away, or if you use an online journal, keep a secret password.

Step 2 (Discuss this questions after a week of journal writing)

1. Why do you think keeping a stress journal can help you reduce stress?
2. How would you compare and contrast keeping a journal versus talking to someone about your problems?
3. Which part of journal writing can help you the most with your mental health?
4. How can writing a journal in English make you more/less stressful?

Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch3.docx

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
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Chapter

4

Healthy Foods



What kind of food do you consume regularly?

Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal procedure text presented in multimodal form about healthy foods.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about healthy foods.
3. write a procedure text about healthy foods with an appropriate structure of organization and linguistic features and present it.

Do You Know?

A procedure text is a text that gives instructions for doing a particular activity. It can also serve to explain how something works. It aims to give instruction or to explain how something can be done. It uses imperative and consists of goal or purpose, may or may nor contain materials, and steps.

Questions to Think About

1. What kind of food do you consume regularly? Why did you choose it?
2. How do you choose the food you are consuming?
3. How does the food you consume impact your health?

Task 1

A Look and Share

Loot at the pictures. Discuss which are healthy and less healthy foods and drinks.



Picture 4.1 Aceh Noodles
Source: *Yasmina Haryono/Wikimedia commons/CC BY-SA 2.0 (2010)*



Picture 4.2 Crispy Deep-fried Prawn *Ulakan*
Source: *SpartacksCompatriot/Wikimedia commons/CC BY-SA 3.0 (2013)*



Picture 4.3 *Es Pisang Ijo*
Source: *Andreanrama/Wikimedia commons/CC-BY-SA (2020)*



Picture 4.4 *Cendol*
Source: *Gunawan Kartapranata/Wikimedia commons/CC-BY-SA4.0 (2018)*



Picture 4.5 *Gado-Gado*
Source: *Piknikdong/Wikimedia commons/ CC BY 4.0 (2021)*



Picture 4.6 *Tinutuan*
Source: *User: (WT-shared) Jpatokal at wts wikivoyage/Wikimedia commons/CC BY-SA 3.0 (2006)*



Picture 4.7 *Rujak*
Source: *shan5/pixabay/CC BY-SA 4.0 (2020)*



Picture 4.8 *Pempek*
Source: *andryhariana/Pixabay/CC BY-SA 4.0 (2021)*

B Listen and Answer

Listen to the dialogue and answer the questions based on the dialogue below.

1. What are the speakers talking about?
2. How does Samsidar feel about Niken knowing the right food to eat?
3. What will Samsidar most likely do?
4. What does Niken suggest Samsidar should do?
5. Why should caffeine be avoided?

C Take Notes

Write important words and expressions you have listened to from the dialogue in your Vocabulary Box.

Vocabulary Box

Task 2

Listen and Find out

Listen to the recording again. Match the statements with the parts of the text.

Expressions	Parts of Text			
	Closing	Goal	Opening	Series of Suggestions
1. Always eat the right foods so you can stay healthy.				
2. First, take medicine for your stomach ache.				

3. Hi, Sidar. How are you?				
4. One last thing, don’t eat too much spicy foods like that cireng with hot sauce.				
5. Okay, see you then.				
6. Then after it gets better you need to mind what you eat.				

Task 3

A Let’s Read

Simple Tips for Healthy Eating

All of us know about the benefits of eating healthier. Proper nutrition helps us prevent cancer, heart disease, and other serious ailments. It allows us to lose weight and keep the pounds off. Eating healthier also helps to enhance our mood substantially and increases our chances of living longer and enjoying well-being while we are alive. I wanted to simplify the rules for eating healthier and make it simple for those who are interested in improving the way they eat. So what are these tips?

1. Eat Real Food, Not Processed Food

It is best to eat foods in their natural state. Forget foods that are processed in a factory. Some examples of processed foods are convenience snack (potato chips, baked crisps, etc.), white

bread (bread is not supposed to be white in color), cereals, canned vegetables, canned meats, canned fruit, granola bars, candy bars, white sugar, bleached flour, beef jerky, soda, sports drinks, margarine (it is hydrogenated in a factory), packaged cookies, frozen dinners, processed meats like hot dogs, canned soups, fruit juices, ketchup, etc. Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally.

2. **Eat a Variety of Different Foods**

   Each type of food ingredient that exists in nature has its nutritional makeup. When we eat different types of foods, we are more likely to get all the nutrients we need in order to be healthy.

3. **Cook More Than Eating Out**

   One of the best ways to eat healthier is to cook your own food. Besides saving a lot of money, you will also be able to control what goes into your food. You will not be using chemicals and other unhealthy additives.

4. **Stop Eating Before You are Full**

   Instead of eating until you are completely full, stop eating before you feel completely satiated. It is OK (and healthy) to stop eating while you still have some room in your stomach. And do not forget, it takes a while for your stomach to send the message to your brain that you are full and have had enough to eat.

5. **Eat at The Dining Table, Not in Your Car or at Your Desk**

   Always try to eat at a proper dining table. Never eat in your car or at your desk. When you make a point to sit down at a table and focus on your meal, you will be less likely to

eat unconsciously. And food that is served to you through a window is almost never healthy. Following this rule also reduces the chances of eating when you are bored.

6. **Drink Water and Forget Everything Else**

   Water is the healthiest drink on the planet, period. Sodas, energy, and flavored drinks are the most unhealthy and they should be avoided at all costs. If you want to have a flavored drink, make lemonade using fresh lemons, or drink tea, or water flavored with fresh fruit and vegetables.

   So there you have it: you can eat much healthier simply by following the 6 tips listed above.

Adapted from: *http://www.skilledatlife.com/16-simple-rules-for-healthy-eating/*
Retrieved: 12 February 2022

B Let's Match

Look at the following statements (Questions 1-5) and the list of tips. Match each statement with the correct tips, A-F based on the reading text.

1. It takes time for the brain to get the information that you have eaten enough. (.....)
2. You need to focus and find a proper place to eat. (.....)
3. Cook your own meal for healthier and cheaper options. (.....)
4. Food is best when they are not over-processed. (.....)
5. More variation means more nutrients in your food. (.....)

Tips of Healthy Eating

A. Eat real food, not processed food.
B. Eat a variety of different foods.
C. Cook more than eating out.

D. Stop eating before you are full.

E. Eat at the dining table, not in your car or at your desk.

F. Drink water and forget everything else.

C Let's Answer

Answer the questions based on the information you get from the text.

1. Who will find the information in the text useful?
2. In what kind of reading section will you likely find this type of text?
3. In Rule number 5, "Eat at the Dining Table, Not in Your Car or at Your Desk," the word 'this' in the sentence 'Following this rule also reduces the chances of eating when you are bored,' refers to ....
4. "Stop Eating Before You Are Full," the word 'satiated' in the sentence '...stop eating before you feel completely satiated,' can be best replaced by what word?
5. Which tip/s that is easiest for you to follow? Why?

Task 4

A Let's Play

We are going to play THIS OR THAT. You need to choose between two options. Ask around the questions related to food preference. You may add more choices to the list.



Picture 4.9 Choosing one of two options

This	That
Homemade food	Take away food
Local food	International food
Rice	Noodle
Mineral Water	Soft drink
Fried food	Steamed food
Fruit	Vegetable
Milk	Juice

B Let's Share

After you have made note of the result of the interview, share it with your classmates.

Task 5

Let's Talk About it

Here are the Dos and Don'ts to healthy eating. Talk with a partner about the activities you do for your own healthy eating habit based on the information on the table.

Dos	Don'ts
Drink plenty of water	Eat after 7 P.M.
Watch your portion sizes	Skip meals
Make healthy foods choice	Forbid yourself a particular foods
Only eat in certain settings (kitchen table)	Eat while you watch TV
Eat home-cooked meals	Eat sugary snacks
Eat slowly	Be a picky eater

Task 6

Draft a Text

Complete the table below to make a draft of procedure text about how to eat healthily to maintain your health. You can use the ideas you shared in the previous task.

Title	
Purpose	
Steps	1. 2. 3. 4. 5. (continue adding more steps as you need)

Task 7

A Write and Check

Write a simple procedure text on how to eat healthily to maintain your health based on the draft you have prepared.

B Do a Review

Work in pairs to do peer review. Check your own writing by ticking the list below. Then ask your classmate to check your writing.

No.	Aspects being checked	My Review ✓	Peer Review ✓	Suggestion/s
1.	You write the text title.			
2.	Your purpose is writing in clear sentences.			
3.	Your steps are clear and in correct order.			
4.	Your sentences are complete and easily understood.			
5.	The spelling and punctuation is correct.			
6.	The text is between 100 to 200 words.			
7.	The text uses another mode (picture).			

C Publish Your Writing

Make the necessary changes in your writing based on your classmates' and teacher's suggestions.

You can publish your writing in the media of your choice.

Chapter Review

Q: If you can live with only one food for the rest of your life, what would it be? Why?

A: ____

____

Q: What comes first when you choose to consume food, should it be healthy or tasty? Why?

A: ____

____

Q: Mention four examples of processed food that is usually consumed by teenagers.

A: ____

____

Q: From activity "this or that" in task 4, which food that your classmates choose more, local food or international food? Why?

A: ____

____

Q: Why do you think it is forbidden to eat while you watch TV?

A: ____

____

Q: Name two reasons why numbers are used in the procedure text of giving tips?

A: ____

____

Q: State four nutritious local foods that you can eat on a daily basis.

A: ____

____

Q: Write two sentences that can be used as a conclusion when you write procedure text.

A: ____

____

Comment:

____

Reflection

Please reflect on the chapter. Write your reflection in the box. The following questions are your guide.

1. How did you feel about this chapter?
2. List three things that you learned
3. What did you find the most interesting?
4. What do you want to learn more about?

Assessment

Group Project: Healthy Eating Challenge

By the end of this project you will come up with a five-day challenge of healthy eating/drinking.

Suggested challenge you may want to create:

a. No sugary drink
b. Local food only for lunch
c. Homemade breakfast
d. My healthy plate
e. Non-rice carb for dinner
f. 2 liters of water a day
g. Fruit for snack

1. The planning stage

Plan your challenge by answering the following questions

- Name of the challenge
- Objective (why do you want to make this Challenge)
- Target (who should do this Challenge)
- Time (how long should the challenge be completed)
- Steps/stages of completing the challenge

Write detail instruction of how people can participate and complete the challenge.

2. Make a challenge

Create your challenge by using the challenge creation application or manually.

3. **Buzz the challenge**

   You may use your social media or any platform to buzz and publish your challenge.

4. **Sense of community**

   Ask the people who have completed the five-day challenge to encourage other people to try this and share their experience while they are doing the challenge.

Scoring Rubric

Component	Description
Transformative (5-25)	Is the challenge bold and ambitious, and designed to significantly improve quality of life for the targeted audience? Will it result in systemic change that will continue to benefit individuals over time?
Feasible (5-25)	Are the steps of instruction provided in the challenge possible to be implemented with the proposed strategy? Does the challenge indicate a thorough understanding of how to successfully implement the solution and see evidence of results within the proposed period?
Equitable (5-25)	Does the challenge support those who are in need of a lifestyle change? Are issues of health problems related to healthy eating clearly and convincingly mitigated?

Scalable (5-25)	Does the challenge have the potential to be expanded, replicated, and/or adapted to meet the growing needs of tergated participants context and/or geographic scope? Is the challenge creator prepared to position their results as a model for others working toward similar goals?

Enrichment

My Healthy Meal

Background

Adolescents (10 – 19 years old) in Indonesia consume inadequate amounts of protein, fruits and vegetables, and excessive amounts of Na and western fast food. Adolescent malnutrition is a growing global concern. Behavior acquired during adolescence often lasts into adulthood and influences peers. For some, health risks such as obesity and its psychological cost may also persist in adulthood. Adolescents' nutritional status plays an essential role in the health of their offspring, particularly for girls. Thus, adolescence is a critical period to instill positive dietary and health behaviors.

Source: *https://pubmed.ncbi.nlm.nih.gov/32907682/*

What to Do

Step 1 (Do this for at least a week)

Track the food you eat at home over the next day. Fill in the following Food Daily Tracking Sheet.

Day/Date: ________________________________

Write the food and beverage you consume today	Breakfast	Snack 1	Lunch	Dinner	Snack 2	Activity
Rice						
Vegetables						
Fruits						
Milk or other dairy product						
Meat/beans						
Soda						
Water						

Note: You may modify the column of food names according to your daily diet.

Step 2

Examine your meal records with a partner and take turns playing the role of nutritionist to give feedback. You may ask whether you have consumed enough vegetables? Too much sugar? What should you improve in your diet composition?

Step 3

Visit the following website to learn more about healthy meals in Indonesia.

https://gizipedia.org/cerita-anak-gizi/yuk-makan-pakai-panduan-isi-piringku/

Step 4

Plan your healthy meal menu for a day. Follow the success criteria;

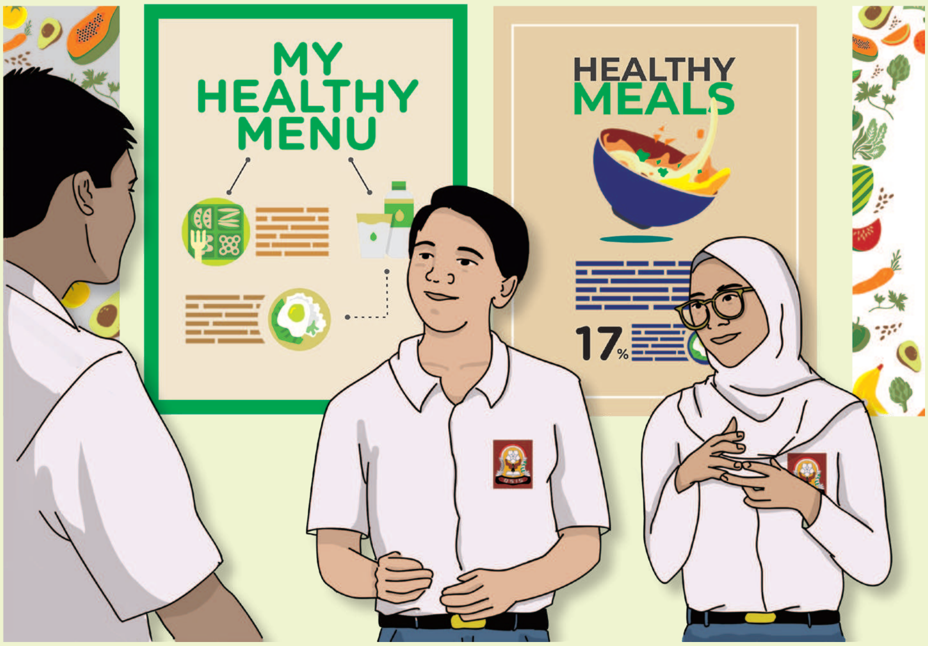
1. A creative title for the menu that is unique to you. Example: Delicate Dishes
2. Include three meals, breakfast, lunch and dinner.
3. Have an "appetizing" description for every meal.
4. Each of your three meals must have at least one food from each of the 5 main food groups; grains, meats/protein, vegetables, fruits and milk/dairy.
5. The meal should have an image that represents it as closely as possible.
6. Include a healthy snack with foods from at least two food groups. You can find these online or in many magazines and cookbooks.
7. The design must be eye-catching and should not distract from the information being presented.
8. Use the worksheet to brainstorm the meals you are going to include on your menu.

Adapted *from: https://mskayshealth.weebly.com/nutrition-project.html*

Menu Title:
Breakfast: Grain: Protein/meat: Fruit: Vegetable: Milk/Dairy: Description of breakfast:
Lunch: Grain: Protein/meat: Fruit: Vegetable: Milk/Dairy: Description of lunch:
Dinner: Grain: Protein/meat: Fruit: Vegetable: Milk/Dairy: Description of Dinner:
Healthy snacks: Recipe of healthy snack

Step 5

Present your menu in the form of a gallery and do the gallery walk to see your classmates' menu.



Picture 4.10 Gallery walk

Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch4.docx

Semester 2

Theme:

Art

Semester 2

In this semester, you will learn these topics:

Chapter 5 Graffiti

Chapter 6 Fractured Stories



In each chapter there are various tasks for you to practice. You can copy worksheets or perform tasks on a separate sheet of paper. You can also scan QR Code or visit the link provided in the end of each chapter.

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Chapter

5

Graffiti



Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal expository text presented in multimodal form about graffiti.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about graffiti.
3. write an expository text about graffiti with an appropriate structure of organization and linguistic features and present it.

Do You Know?

Expository text is a text that conveys fact and opinion about a topic. One form of expository text is analytical exposition. Analytical exposition is a text that elaborates the writer's idea about an issue. It adopts a position with respect to the issue that becomes the subject of the writing and provides evidence in support of that position. It aims to persuade the readers to adopt the position taken by the writer. It consists of a statement of position. arguments, and reiteration or conclusion.

Questions to Think About

1. Have you seen any graffiti in your neighborhood?
2. In your own words, describe what graffiti is.

Task 1

A Let's Have a Game

We are going to play a game called "Name a Name". Please choose one word or expression which is related to Art. Prepare simple information on the word/expression. Write down the word/expression you hear in the Vocabulary Box.

Vocabulary Box

B Listen and Match

Write the name of the picture that the teacher will say.

Name	Description	Picture
______________	One's name as written by oneself	 **Picture 5.1** Graffiti 1 **Source:** *Geralt/pixabay.com (2022)*
______________	A writer's signature with spray paint or marker	 **Picture 5.2** Graffiti 2 **Source:** *Jimmy Ofisia/unsplash.com (2022)*
______________	Drawings or inscriptions made on a wall or other surface	 **Picture 5.3** Graffiti 3 **Source:** *Duncan Stevens/unsplah.com (2022)*
______________	A large picture painted on the wall	 **Picture 5.4** Graffiti 4 **Source:** *Dominico Loia/unsplash.com (2022)*

Name	Description	Picture
______________	To write hastily or carelessly	 **Picture 5.5** Graffiti 5 **Source:** *John Cameron/unsplash.com (2022)*

C Let's Discuss

Discuss with your classmates which names of the objects in the table you consider the name of artwork. Be prepared to justify your opinions.

Task 2

A Listen and Write

Listen to an audio recording about graffiti, then write the words related to Art that you hear.

Words related to Art that you hear	How do you say the words in Bahasa Indonesia

B Listen and Check

Listen to an audio recording about graffiti again. Decide whether these statements are true, false or not given.

No.	Statements	True	False	Not Given
1.	The first graffiti was found in Egypt			
2.	A mural can be called graffiti.			
3.	Inexperienced graffiti artists are called 'crews'.			
4.	Some graffiti artists sold their works to art galleries and became famous.			
5.	Each artist has his or her own 'tag'.			
6.	Graffiti as a youth culture began in Europe.			
7.	Graffiti is more popular in Europe than in Asia.			

Task 3

A Let's Read

Expository Text 1:

Why Should Graffiti be Considered Art?

In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture. There are some reasons why graffiti shows us the potential that life has to offer.



Picture 5.6 Graffiti is art.
Sumber: *Darshan Patel/ unsplash/7pxrvUbp62A (2020)*

First, graffiti enables the public to see something they may have never seen before. It connects them to the artist, and the artist gets to know that their work is loved and affects those who see it. They can take a simple old building or any piece of art on the side of a building and turn it into a masterpiece by putting their mark on it. The artists who paint graffiti have made this art form what it is today. Graffiti artists can change the meaning of what they are drawing to the public.

Second, graffiti has the power to affect people positively. The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. Their voices are the voices of our future. You can

tell the quality of a person's painting by the audience that they are drawing. People will stand and watch you paint for hours. Many times, they will stand and look, never once moving from their spots. People will then tell you how much they like it and share their thoughts and opinions. The artists are no longer making art for themselves.

The last reason why graffiti is an art is because of its uniqueness. Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall. Graffiti is made by someone utterly other than the artist, which means no two pieces are the same. Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. Graffiti art is not meant to be understood by everyone, but everyone is meant to be appreciated.

Thus, as part of the existing society, every person must strive to educate themselves of the origins of graffiti and how it has evolved to this very day. A stock of knowledge doesn't hurt; instead, it is a door that leads to understanding and more positivity.

Adapted from: *https://theartbay.com/why-should-graffiti-be-considered-art/ (Retrieved March 5, 2022)*

Expository Text 2:

Graffiti is Always Vandalism

Anyone who glorifies graffiti needs to answer one question: If your home were tagged during the night without your consent, would you welcome the new addition to your décor or would you immediately call a painter, if not the police?

First of all, graffiti is something that one celebrates, if one is juvenile enough to do so, when it shows up on someone else's property but never on one's own. No institution that has celebrated graffiti in recent years — like the Museum of Contemporary Art in Los Angeles or the Museum of the City of New York — would allow its own premises to be defaced for even one minute.



Picture 5.7 Graffiti is always vandalism.
Sumber: *Baptiste/ unsplash/0otbIkKe3xw (2021)*

Next, the question "When does graffiti become art?" is meaningless. Graffiti is always vandalism. By definition, it is committed without permission on another person's property, in an adolescent display of entitlement. Whether particular viewers find any given piece of graffiti artistically compelling is irrelevant. Graffiti's most salient characteristic is that it is a crime.

Furthermore, John Lindsay, the progressive New York politician who served as mayor from 1966 to 1973, declared war on graffiti in 1972. He understood that graffiti signaled that informal social controls and law enforcement had broken down in New York's public spaces, making them vulnerable to even greater levels of disorder and law-breaking. A 2008 study from the Netherlands has shown that physical disorder and vandalism have a contagious effect, confirming the "broken windows theory."

In conclusion, there is nothing "progressive" about allowing public amenities to be defaced by graffiti; anyone who can

avoid a graffiti-bombed park or commercial thoroughfare will do so, since tagging shows that an area is dominated by vandals who may be involved in other crimes as well.

Adapted from: *https://www.nytimes.com/roomfordebate/2014/07/11/when-does-graffiti-become-art/graffiti-is-always-vandalism (Retrieved March 6, 2022)*

B Let's Answer

Read the statements and decide if they are found/discussed in either Expository Text 1 or Expository Text 2. Tick the appropriate box.

Tick both, if the statement is found/discussed in both Expository Text 1 or Expository Text 2.

Tick neither, if the statement is not found/discussed in both Expository Text 1 or Expository Text 2.

Read the two texts again carefully this time, pay attention to the details, then select the best answer.

	Expository		Both	Neither	Your Notes
	Text 1	Text 2			
Graffiti is art					
Graffiti is always vandalism					
Graffiti is celebrate by those who are juvenile					

Graffiti connects the public and the artist					
Graffiti turns simple building into a masterpiece					
Graffiti has the power to affect people positively					
Graffiti is committed without permission on another person's property					
No two pieces of graffiti are the same					
Physical disorder and vandalism have a contagious effect					
Everyone is meant to be appreciated					
The one who created graffiti is usually involves in other crimes as well					

C Let's Compare

Compare Expository Text 1 and Expository Text 2 by completing the table.

	Expository Text 1	Expository Text 2
What is the author claiming?		
What reasons does the author use to support the claim?		
What evidence does the author include?		
What does the author say as the closing?		

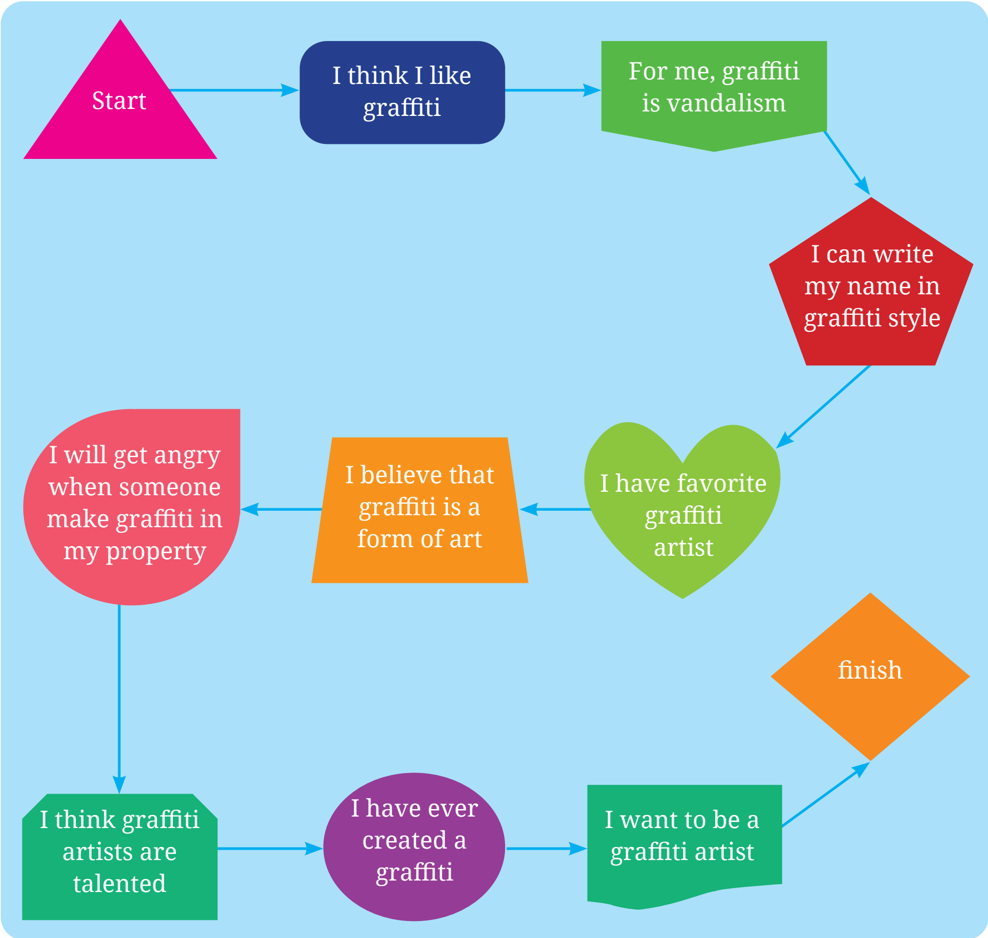
D Let's Discuss

Now in group, discuss how do the two expository texts structure their ideas to achieve their goals?

Task 4

A Let's Discuss

You are going to play a board game. Your teacher is going to tell you how to play the game.



Picture 5.8 Board game

B Let's Share

Now share with the class interesting opinions you find from your classmates regarding the statements on the board game.

Task 5

A Let's Read

Now, read the following posts written by Hanif and Sofia.



A. Hanif
Today at 10:00am ·

I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society. Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they?
Instead, they seek funding and gain fame through legal exhibitions. In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Like Comment Share

Fitria and 14 others

Write a comment...

Picture 5.9 Social media status
Source: *Dwiharyanti/generatestatus.com (2022)*



Picture 5.10 Social media status
Source: *Dwiharyanti/generatestatus.com (2022)*

B Let's Discuss

1. Why do you think they write the posts?
2. Which writer do you agree with? Explain your answer. Refer to what is written on the posts.
3. How would you feel if somebody painted graffiti on your property?
4. Who owns the graffiti? If somebody paints on your property, can you legally claim the artwork as your own?
5. In your opinion, what would the world be like without graffiti?

C Let's Make a List

People always have different opinion about something, including Graffiti. Some people think that graffiti is art. Others think it is an act of vandalism. With your classmates, list in the table below reasons why people think graffiti is art or an act of vandalism.

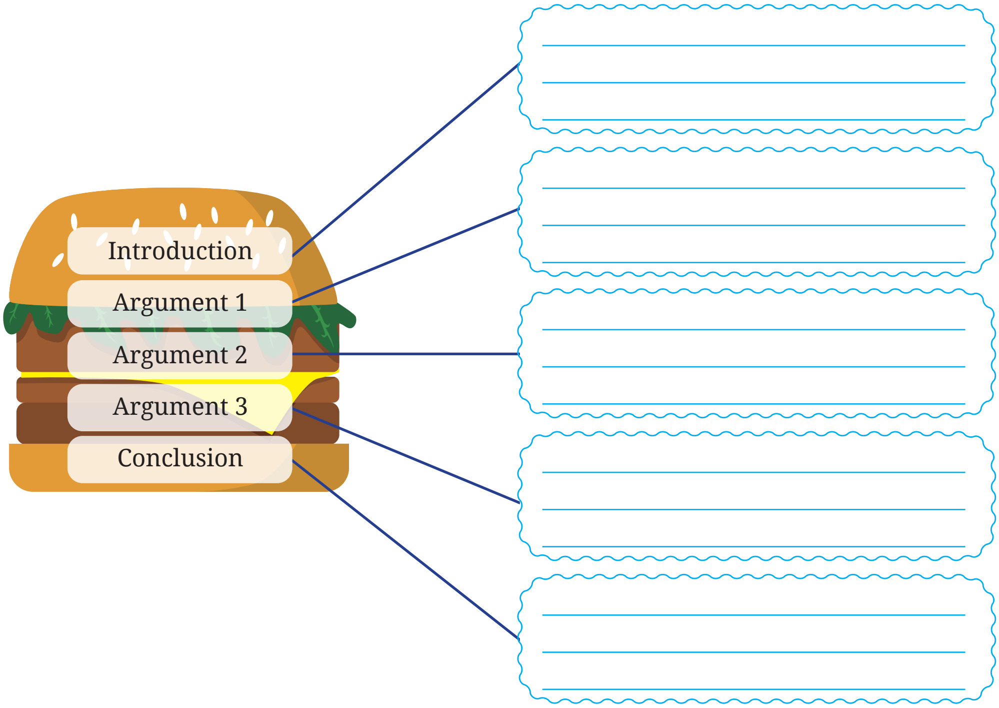
Graffiti is Art	Graffiti is Vandalism
Graffiti can decorate a community in some peoples' eyes	*Graffiti makes an area look run-down*

Task 6

Think and Plan

Think about your position regarding graffiti. Explain your stance on graffiti. Consult the list you have made in **Task 5** to help you write your idea. Write your draft in the expository writing organizer below.

Expository Writing Organizer



Picture 5.11 Writing organizer

Task 7

A Let's Write

B Do a Review

Self		Peer
	My writing starts with an interesting statement to attract readers' attention.	
	The main issue is at the beginning of the essay (Introduction).	
	There are at least 3 parts – an introduction, argument, and conclusion.	
	Facts are provided to support the arguments.	
	Writing avoids repeating the same words over & over.	
	Writing is edited for: a. Capitalization b. Punctuation c. Spelling	
	Writing has a conclusion that wraps the passage as a whole.	
	Writing consist of 200 to 250 words.	
	My text uses another mode (picture).	

B Publish your Writing

Make the necessary changes in your writing based on your classmate's suggestions. Turn in your work for a final review by your teacher.

You can publish your writing in the media of your choice.

Chapter Review

Q: What do you think about graffiti?

A: ______________________________

____

Q: Mention four words related to graffiti.

A: ______________________________

____

Q: What are two arguments that support those who see graffiti as art?

A: ______________________________

____

Q: Give two reasons why people believe that graffiti is vandalism.

A: ______________________________

____

Q: For and against are antonyms, give two antonyms for "create"?

A: ______________________________

____

Q: Write one expression to show that you agree with someone's opinion.

A: ______________________________

____

Q: What are three parts of expository text?

A: ______________________________

____

Q: Write two sentences that indicate you dislike graffiti.

A: ____

____

Q: Why do you think people do graffiti in public places?

A: ____

____

Comment:

____

Reflection

My Graffiti Wall

Imagine you are a graffiti artist.

Your teacher will provide you with a “wall” to create your graffiti. Transfer the message of what you know about graffiti and what you have learned during this chapter to the wall. You may write as many things as possible related to the topic, lesson objective, and the skills you have learned as well as the questions you have.

Scribble your words here before you transfer the theme to the graffiti wall.

Assessment

Group Project: Public Survey

By the end of this project you will come up with a survey result of what the public think about graffiti.

Steps:

1. Planning

- Pinpoint your target demographic (the target can be your peers, neighbors, teachers, online followers, etc.)
- Identify the number of respondents you need.
- Pick the right moment to conduct the survey

2. Creating

- Decide how will you design and create the survey

3. Conducting

- Send the survey to the targeted respondents

4. Presenting

- Present the survey result in the form of short expository essay that talks about public opinion about graffiti. Include the survey result as the facts to support your arguments in the essay.

Scoring Rubric for Survey

Category	Poor	Fair	Good
Question	The question is open-ended	The question is a multiple choices	The question is a multiple choice question with three or more choices
Bias	The survey question is phrased with a bias	The survey question is phrased with somewhat of a bias	The survey question is phrased without a bias
Punctuality	Does not turn in a survey	Survey is turned in a day late	Survey is turn in on time
Neatness	The survey is not neat at all	The survey is somewhat neat	The survey is very neat

Scoring Rubric for Essay

Introduction	
Does the introduction effectively begin the essay, including the main idea and preview of the main points?	
Excellent	The introduction does an excellent job of presenting the main issue and giving previews of the main points.
Good	The introduction simply states the topic, has a preview of the main points, but does not effectively attract readers' attention.
Fair	Introduction is functional but not exceptional.
Poor	Introduction is very weak and does not have a preview of the main points.

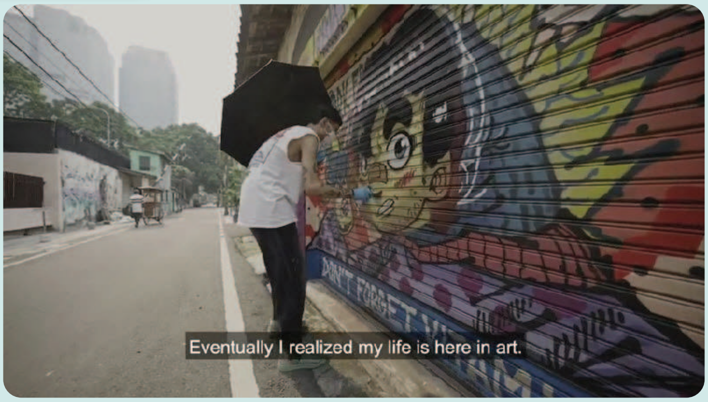
Supporting Details	
Does each argument supported by facts correlate to the survey result?	
Excellent	Each argument is supported by facts and can tell more about the issue being discussed.
Good	Each argument supports the main issue but there are no follow up about the details.
Fair	Some of the arguments support the main issue but there are some that do not.
Poor	Arguments do not support the main issue stated in the introduction.
Logical Order	
Does the order of the supporting details make sense?	
Excellent	The essay is developed in a logical order appropriate to the writer's purpose and readers' needs.
Good	Most of the essay is presented in a logical order, and readers should have little trouble following the supporting details.
Fair	The writer attempts to develop the essay in a logical order, but some of the essay may be presented in an order readers may find confusing.
Poor	The supporting details within the essay as a whole are not developed in a logical order.
Conclusion	
Does the conclusion restate the topic in a new way to tie the details together?	

Excellent	The conclusions do an excellent job of summing up or restating the topic and tying the details together.
Good	The conclusion sums up the topic, by restating it, but it does tie the details together.
Fair	There is an attempt at a conclusion, but it doesn't restate the topic or tie the details together.
Poor	There is no conclusion; the essay just ends without summing up or restating the topic. It doesn't tie the details together.

Enrichment

Responding to Graffiti

Background



Picture 5.12 Gritty Graffiti Indonesia
Source: *gritty graffiti/youtube.com (2021)*

Watch the video entitled Gritty Graffiti Indonesia.
https://www.youtube.com/watch?v=ALkWqOORZ48

Some Indonesians, especially the elderly, still see graffiti as vandalism but the younger generation is slowly warming up to the idea of having art on the roadside. Indonesian netizens have lately rallied against removal of graffiti and arrest of artists. So much so even the police tried to win public support by holding a graffiti competition and reversing the arrests earlier this year. Indonesia is finally seeing graffiti as a rising contemporary art and Fivust is at the forefront.

Source: *https://asianews.network/gritty-graffiti-in-indonesia-2/*

What to Do

Step 1

Record the graffiti you can find in your neighborhood with photographs with the following details:

1. Record general views of the area and building, as well as details of the graffiti, the surface and its condition
2. Include a scale in the photograph (for example, an object such as a newspaper or water bottle)
3. If possible, photograph any items, such as paint canisters or stencils, left at or near the scene by the graffitist.

Step 2

Respond to the graffiti you have recorded.

In pairs, and using a Plus, Minus, Interesting (PMI) strategy, consider the question 'Is graffiti art or vandalism?'

Some words that may help you to express your response are: beautiful, expressive, eyesore, disturbing, destructive, and costly.

Step 3

Relate them to the value of Profil Pelajar Pancasila.

Visit this website for further explanation about the 6 values of Profil Pelajar Pancasila.

https://cerdasberkarakter.kemdikbud.go.id/profil-pelajar-pancasila/

Select relevant values from the six values of profil pelajar Pancasila to support your view, or you may also add other values that are not listed.

For example, if "kreatif" (creative) is selected as a value, then graffiti may primarily be thought of as an art, but if civic responsibility is the main consideration, then graffiti may be thought of as an act of vandalism.

Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch5.docx

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA, 2022
Bahasa Inggris Work in Progress untuk SMA/SMK/MA Kelas X
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Chapter 6

Fractured Stories



What makes a good story?

Instructional Objectives

After learning the materials in this chapter you are expected to be able to:

1. identify context, main ideas and detailed information from an oral and verbal narrative text presented in multimodal form about fractured stories.
2. communicate simple ideas and opinions in various discussions, collaborative activities and presentations orally about fractured stories.
3. write an expository text about fractured stories with an appropriate structure of organization and linguistic features and present it.

Do You Know?

Narrative is a text that tells a story which aims to entertain the audience. It has elements such as plot, characters, and point of view. It consists of orientation, complication, and resolution. It often uses past tense.

Questions to Think About

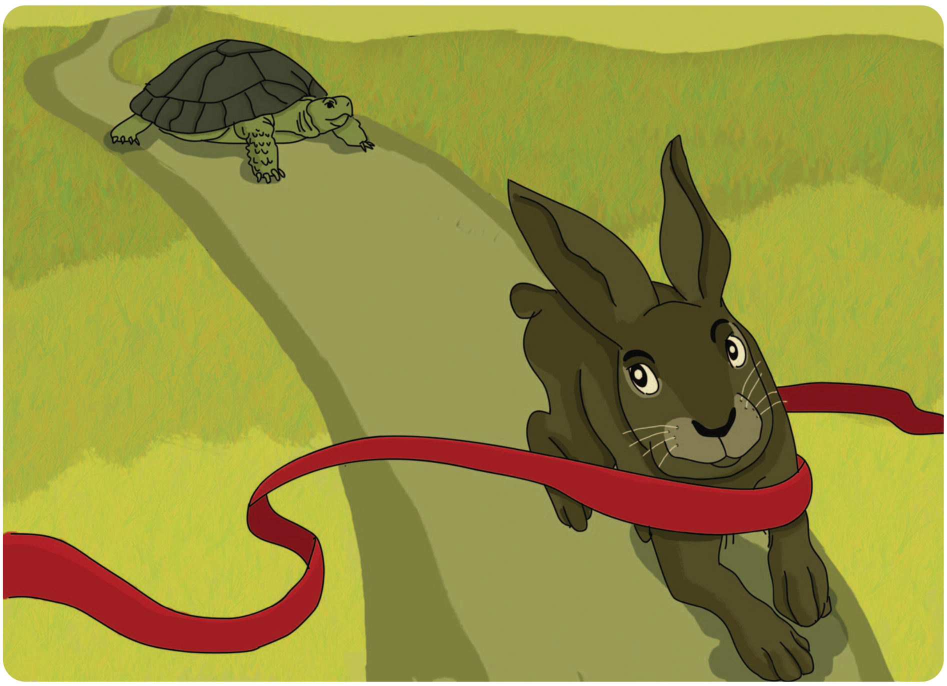
1. Have you read or heard a good story?
2. What makes a good story?

Task 1

A Let's Ponder

Think about the questions carefully before you answer.

1. What would happen if the hare won the race?



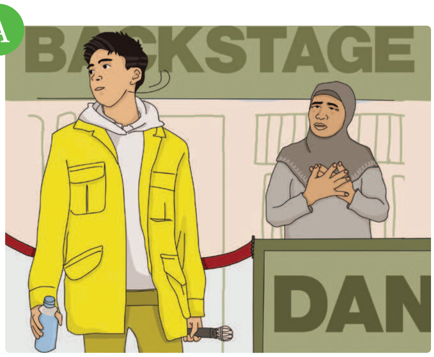
Picture 6.1 Hare race

2. What would happen if Malin Kundang's mother forgave him?

B Listen and Confirm

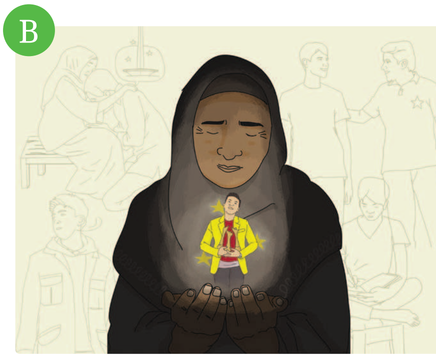
Listen to a story from an audio recording. Put the number for each picture based on the story you listened to.

A



Picture 6.2 Malin Kundang (A)

B



Picture 6.3 Malin Kundang (B)

C



Picture 6.4 Malin Kundang (C)

D



Picture 6.5 Malin Kundang (D)

E



Picture 6.6 Malin Kundang (E)

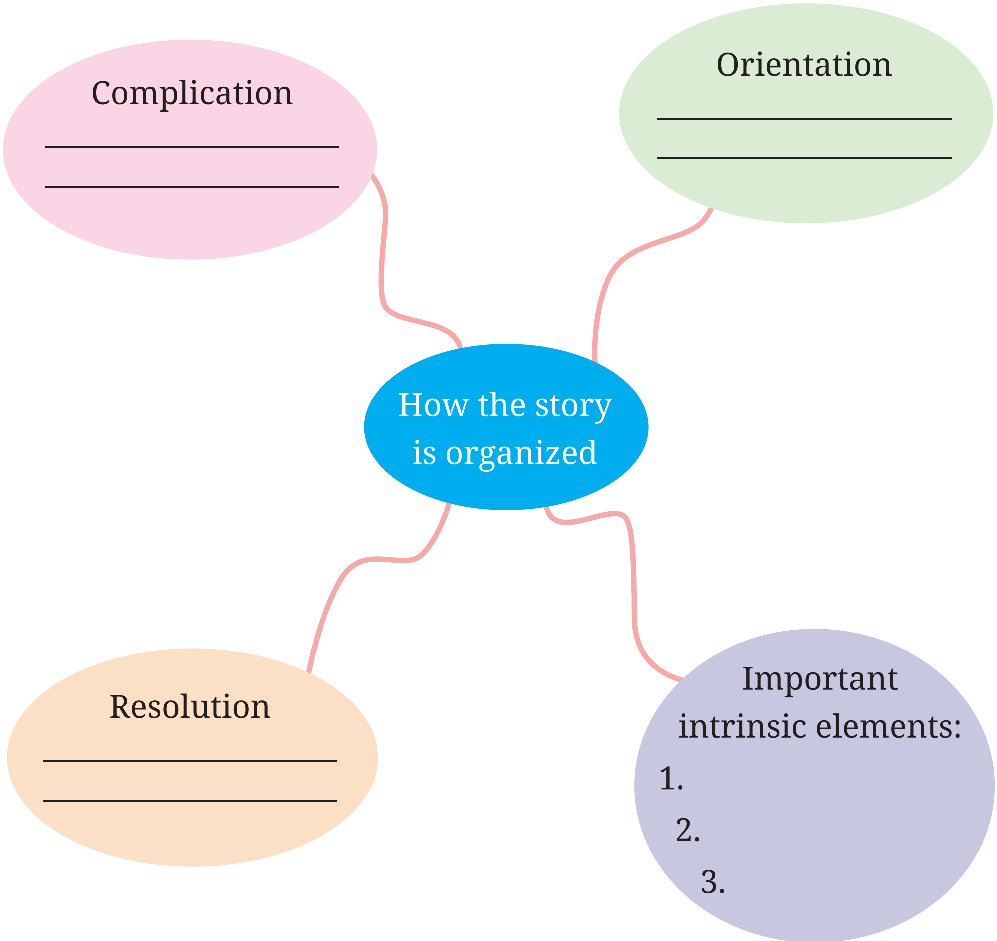
F



Picture 6.7 Malin Kundang (F)

C Listen and Take Notes

Listen to the audio recording about a story. Write some important points like in the picture below.



Picture 6.8 Organization of a story

D Let's Discuss

With your classmates, discuss how the 'alternative' version of the story differs from the traditional version.

Task 2

A Let's Play

Your teacher will read part of a story. Decide what title and part of the story is read to you.

Example:

Listening Script	Story Title	Part of the story you hear	Notes
Cinderella wants to go to the ball, but her stepsisters prevent her from going.	*Cinderella*	*Complication*	

It's your turn.

Story title	Part of the story	Your notes

B Let's Alternate

Look at the story you heard in **Task 2 Part A** again**.** In a group of two or three, think of an alternative ending to the story.

Task 3

A Read and Answer (Part 1)

Little Red Riding Hood

(Traditional Version)

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed.



Picture 6.9 Red Riding Hood (Traditional version)

"Remember not to talk to strangers!" Little Red Riding Hood's mother said.

On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.

"Where are you going little girl?" he asked with his biggest smile.

"To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her.

The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole!

Then he put on her cap and nightgown and climbed into her bed.

When Little Red Riding Hood got there, she walked right up to the bed. "Grandmother! What big ears you have," she said.

"All the better to hear you with my dear," said the wolf.

"And what big eyes you have," she said.

"All the better to see you with my dear," said the wolf.

"And what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.

Source: *http://interactives.readwritethink.org/fractured-fairytale (Retrieved: March 23 2022)*

1. Why did Little Red Riding Hood walk through the forest?
2. What rule did Little Red Riding Hood break when she talked to the wolf?
3. Why did the wolf ask Little Red Riding Hood where her grandmother lived?
4. What might happen if the woodsman were not there?

B Read and Answer (Part 2)

Little Red Riding Hood

(A Fractured Fairy Tale)

POV: The Wolf



Picture 6.10 Red Riding Hood (A Fractured Fairy Tale)

So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning.

"Hey, Lil Hood, I like that basket." I rolled my eyes.

"Whateva', I need to text Granny that you are utterly creeping me out."

She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her.

"So, what's in the basket?" I asked. She backed away from me. I reached into my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant,

which enables you to get an all-you-can-eat dinner. She screamed an ear-piercing scream that made me roar and fall to the ground and curl up.

"It's an armadillo-wolf and it's going to, like, totally attack me!" She shrieked and ran into the woods. A troop of seven dwarves marched out of the trees. They all turned towards me. "We're the Seven Levels of awesomeness," a red shirted dwarf said in a squeaky voice and then played a high chord on an electric guitar. The dwarf started to explain a boring history story. As soon as his eyes crossed, I stepped over the whole row of dwarves in one step. I continued to look for the Girl.

"I want to be friends with you!" I yelled.

"You are, like, a liar!!!" She responded from behind an incredibly noticeable tree trunk.

"You, like, just gave yourself away!" I replied. She ran out from behind the tree. "I don't have a job! So please don't eat me!" she yelled. What a terrible excuse.

"Yes you do! You have a delivery job!" I spat back. She groaned.

"Ugh! It's like mom all over again!"

"Mom?" She fled for the second time.

As she ran away I saw a label on her basket. It said 'To Grandma, 2235 NE Forest Ct.' Hmmm .... Maybe ..., just maybe, I could be friends with Little Hood there.

I arrived at the old lady's door when I saw my old friend, Bob-wolf, chasing three little pirates in the brig. He had recently chased three little famous pig chefs but that's a whole different... uh... mall game, I think. Anyway, I knocked on the door.

"Who is it?" a sweet voice of a grandma called.

"The uh, Crayola department?" I answered. Wow, that was lame.

"Come in," the grandma said. As soon as I entered, the grandma was so scared she jumped into my mouth. I accidentally swallowed the sweet little woman. BLECH! Was she dis-gusting. At the worst time in possible times that are worse than worst times, Little Hood showed up.

"Gra-any! I brought your cookies!" she sang. COOKIES!!! I DESPISE cookies. I swallow an old lady to make friends with somebody because I want to know what's in a basket, just for cookies! WOW, is my life messed up.

"Okay, I'll take the cookies now my beloved Hooded Girl -- I mean, Granddaughter," I said in my best old lady voice. I waited at least a minute.

"'Kay Grandma. Now let me hand you the goodies," she finally said. I reached a paw out.

"Wow, Grammy, what big paws you have," she said in a slightly frightened tone.

"Aren't you a bit too old to be concerned about what your Granny looks like?" I scolded back with a hint of worry. I heard a bubble pop.

"No and F-Y-I, I'm only, like, fourteen." She sassed. "Wait, humans can't have paws! Hey, you're the creepy armadillo-wolf who wrote a note card that said 'I will eat you'!"

I step guiltily out of the door. "You caught me red handed, wait no, you caught me by my hand." I gazed at my hand. The girl slapped it out of the way. "Enough chit-chat!" She said and then screamed, "DOCTOR!!!" One quote unquote Seven Levels of Awesomeness dwarf with a doctor coat appeared on the top of my head.

"Pull out my Grandma!" the hooded girl ordered.

"Don't do it!" I said with a creaky voice. The dwarf reached his hand into my throat. He pulled out a frog. "Boy, you have a frog in your throat," he said. I didn't speak a word.

"Cat got your tongue?" The dwarf said, and pulled out a cat. "You're just full of surprises aren't you?" Finally, after tons and tons of terrible puns in my mouth, grandma was pulled out. Then we all lived tax-free ever after.

Source: *https://www.kidpub.com/story/little-red-riding-hood-fractured-fairy-tale-wolf-53994766*

Answer the following questions.

1. Who told the story?
2. What made the girl scream an ear piercing scream?
3. How could the world find out Grandma's place?
4. What made the girl realize that it was not her grandma who take the goodies?
5. What is meant by "cat got your tongue? In "Cat got your tongue?" The dwarf said, and pulled out a cat."
6. What would happen if the grandma did not jump into the wolf's mouth?

C Let's Compare

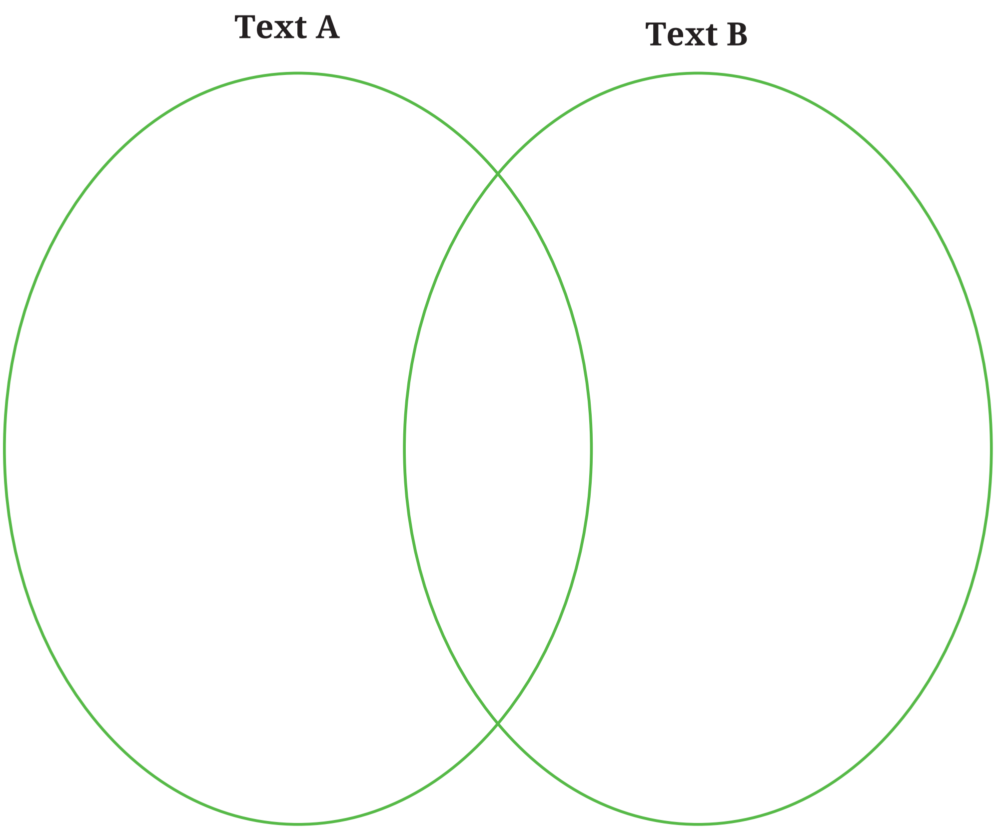
Fill in the table below to compare the traditional story in Task A and fractured story in Task 3 point B.

Did both stories ...	Yes	No
Have all the same characters?		
Have the same setting?		

Did both stories ...	Yes	No
Have the same beginning?		
Have the same middle?		
End the same way?		
Have the same main characters?		
Have the same problems?		

D Let's Discuss

Use the following venn diagram to decide which part of the stories are the same or different.



Task 4

A Let's Get Together

Your teacher is going to give you a part of a story. You have to retell the part you are given to your classmates and find classmates whose story parts relate to your part and make a complete whole story.

B Talk About it

Sit with those classmates and together rearrange the story into a complete meaningful story.

Discuss the text in terms of its structure, and intrinsic elements such as characters, plot and setting.

1. Why do you arrange the story like that?
2. What kind of clues do you find in each excerpt to help you make the arrangement?

Task 5

Let's Have a Discussion

Discuss with your group the possibilities if you make some changes to the story. Follow the organization below.

- What if

____

____

____

- What is next?

____

____

____

- Presenting - Storyboard

____

____

____

Task 6

A Make a Draft

Choose one short story that you know. You can browse the internet to find the story. Make your draft of the changes that you want to make to the story. As a start you can make a change only to some of the elements of the story; only the setting, only the characters, or only the ending of the story. As you become more confident you can write a draft that rewrites the whole story. Follow the text organizer below.

Narrative Text Organizer

	Traditional version	My version (Fractured)
Title		
Characters		

Setting		
Problems		
Solution		

B Put a Checklist

No.	I have done the following	Yes	No
1.	Change a word in a familiar title.		
2.	Insert a new character or swap characters.		
3.	Change an important object.		
4.	Change the setting.		
5.	Change the point of view.		
6.	Change the story resolution.		
7.	Use another mode (picture) in my text.		

Task 7

A Let's Write

Write a fractured story based on the draft in Task 6.

B Let's Review

Do the review by putting the checklist.

No.	I have done the following	Yes	No
1.	Change a word in a familiar title.		
2.	Insert a new character or swap characters.		
3.	Change an important object.		
4.	Change the setting.		
5.	Change the point of view.		
6.	Change the story resolution.		
7.	Use another mode (picture) in my text.		

C Publish Your Writing

Make the necessary changes in your writing based on your classmate's suggestions. Turn in your work for a final review by your teacher.

You can publish your writing in the media of your choice.

✓ Chapter Review

Q: What is your most favorite Indonesian story? Why?

A: ____

____

Q: Mention four intrinsic elements of the story.

A: ____

____

Q: Use two words to describe the character of Little Red Riding Hood in its traditional story?

A: ______________________________

____

Q: In the Little Red Riding Hood, do you like the wolf in the traditional version or in the fractured version? Why?

A: ______________________________

____

Q: Name two reasons why you need to be familiar with the story before you make it into a fractured version.

A: ______________________________

____

Q: Give four things that are usually mentioned in the introduction part of the story.

A: ______________________________

____

Q: If you could change the story of Cinderella, name two different settings where you would like the story to happen.

A: ______________________________

____

Q: Why do you think creating a fractured version of a traditional story is a good idea?

A: ______________________________

____

Q: Write two sentences that can be the beginning of a fairy tale.

A: ______________________________

____

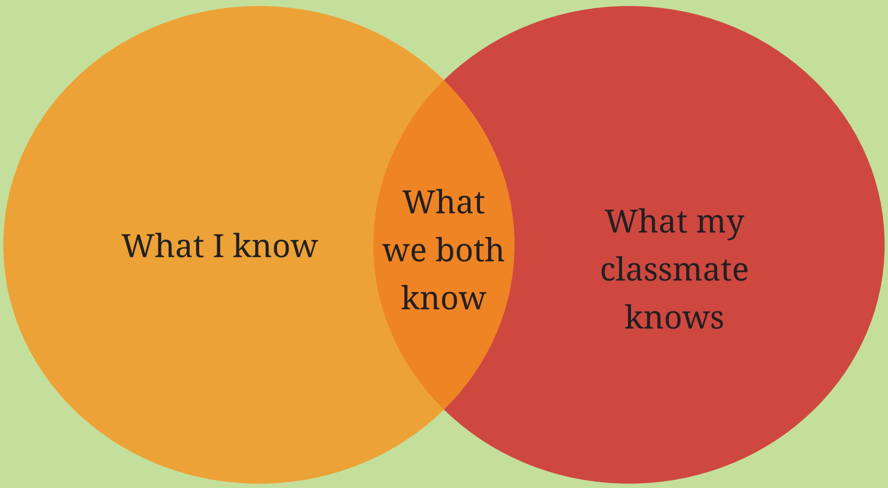
Comment:

____

Reflection

To reflect on the chapter, please compare what you know to what your classmates know. Fill in the venn diagram below to know the similar understanding that you get about the chapter.

Reflection



Assessment

You will plan, write, illustrate and publish your own children's picture books based on the writing you produce in Task 7.

Steps

1. Plan

The elements	Your plan
Target audience	
Book pages	
Sources - Logistics	
Other ...	

2. Write

Use the template below as a guide for organizing the text of your story.

This template is a suggestion of how the text of a 10-page children's picture storybook could be organized. It does not include the illustrations. You may add more pages to your storybook.

Page 1 Introduce the characters. Establish the setting.	Page 2 to 3 Introduce the main conflict.	Page 4 to 5 Actions taken to deal with the conflict. Resulting complication.

Page 6 to 7 Actions taken to deal with the conflict. Resulting complications.	Page 8 to 9 Climax. Presentation of the correct action for solving the conflict.	Page 10 Resolution

3. Illustrate

   The illustration serves as a partner to the text. Don't worry that your artwork is not "good enough" to use as illustrations. The illustrations should serve as visual communication of the plot.

4. Publish

   You may publish the book the way you are capable of. Here are the tips if you want to publish the book in a hardcopy version.

Book-binding tips:

- Staple the book on the side. Then glue a strip of ribbon or construction paper over the staples for a more aesthetically pleasing look.
- Tape the pages together. Again, you can decorate the spine with a ribbon or construction paper.
- Sew the book together with needle and thread. See *http://www.sff.net/people/Brook.West/bind/bindit.html* for more information.

Grading Rubric

Title	
Exceeding Standard	Descriptive, appropriate, interesting
Meeting Standard	Provide a clue about the main character or setting of the story
Approaching Standard	Somewhat related to the story
Below Standard	Is unrelated to the story
Setting	
Exceeding Standard	Unusual, creative setting which creates dramatic tension in story
Meeting Standard	Setting adds interest to the story
Approaching Standard	Clear setting in a specific time/place
Below Standard	Setting is unclear or unremarkable
Sequencing	
Exceeding Standard	Has transition words between events and flows from beginning to end
Meeting Standard	Flows in a logical order
Approaching Standard	Events are in order but there are gaps
Below Standard	Unclear because the events are not in order

Development	
Exceeding Standard	Has precise language which describes details unique to the setting and appropriate to the resolution
Meeting Standard	Has many interesting details
Approaching Standard	Has adequate details but is in a "telling" voice.
Below Standard	Very brief without details
Character Development	
Exceeding Standard	New characters are created. Their feelings and description are clearly revealed.
Meeting Standard	Characters are developed in a way that are similar to the original story but contain a few unique elements
Approaching Standard	Characters are developed using a descriptive approach only
Below Standard	Characters are not sufficiently developed
Gramar and Spelling	
Exceeding Standard	Only a few mistakes in the story
Meeting Standard	Some minor mistakes in the story
Approaching Standard	Many mistakes but it is possible to make out the plot of the story
Below Standard	Hard to understand because of many misspelled words and poor sentence construction

Enrichment

From Story to Movie

Background

One of the most popular recent productions of modern fractured fairy tales is Shrek, a movie about an ogre who must rescue a princess. The foundation of the story contains the major plot points and framework of classic fairy tales: a distressed damsel awaits savior by a knight in shining armor atop a white steed. In addition, the damsel is trapped inside a tall tower protected by a dragon. Consequently, the ogre must slay the dragon in order to save the Princess. However, Shrek is a fractured fairy tale. The story repeatedly diverges from the traditional fairy tale story plot and includes a range of classic characters who contribute to the overall story.

Source: *https://www.theaterseatstore.com/blog/fractured-fairy-tales*

What to Do

Step 1

Watch a movie that is produced as the fractured form of fairy tales. Here are the recommended titles.

1. Peter Pan (2003)
2. Beauty and the beast (2017)
3. Snow white and the huntsman (2012)
4. The huntsman: Winter's war (2016)
5. Maleficent (2014)
6. Into the woods (2014)

7. Red Riding Hood (2011)
8. Ever after: A Cinderella story (1998)
9. Cinderella (2015)
10. The little mermaid (2018)
11. Jack and the giant slayer (2013)
12. Hansel and Gretel: Which Hunters (2013)
13. Mirror Mirror (2012)
14. The Brothers Grimm (2005)
15. Alice in Wonderland (2010)
16. Pan (2015)
17. Tangled (2010)
18. Neverland (2011)
19. The Princess and the Frog (2009)
20. Cinderella (2021)

Step 2

Read the original story of the chosen movie you have watched. You may switch the order of step 1 and step 2.

Step 3

Compare the original story to the movie by answering the following questions.

1. What parts of the original story were left out of the movie?
2. Did the movie add anything (plot points, characters, etc.) that were not in the original version?
3. Did you like the movie or the story version better? Why?
4. Did you imagine the characters differently when reading the story than they were portrayed on screen?

5. Why do you think the movie producers changed the story in the way they did?
6. In the case of a story versus its movie version, how did the film change the lighting and/or setting as opposed to the original story?

Adapted from: *https://study.com/academy/lesson/comparing-an-original-story-to-its-film-version.html*

Step 4

Write your answers to the questions in the form of a short essay.

Scan the following QR Code or visit the link to download the worksheet you need to do in each task:

https://static.buku.kemdikbud.go.id/content/media/doc/BS-Inggris-Ch6.docx

Scan the following QR Code or visit the link to download the audio recording:

https://static.buku.kemdikbud.go.id/content/media/rar/Binggris_X_1.zip

Glossary

art (n)	: the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power
artwork (n)	: illustrations, photographs, or other non-textual material prepared for inclusion in a publication:
athlete (n)	: a person who is proficient in sports and other forms of physical exercise
bingo game (n)	: a game of chance played with cards that are typically printed with five rows of five squares each
blood bank (n)	: a place where supplies of blood or plasma for transfusion are stored
board game (n)	: any game played on a board, especially one that involves the movement of pieces on the board, such as chess or checkers.
brainstorm (n)	: a spontaneous group discussion to produce ideas and ways of solving problems
checklist (n)	: a list of items required, things to be done, or points to be considered, used as a reminder.

culture (n) : the arts and other manifestations of human intellectual achievement regarded collectively

descriptive text (n) : a text which says what a person or a thing is like

diet (n) : the kinds of food that a person, animal, or community habitually eats

expository text (n) : text that exists to provide facts in a way that is educational

fairy tale (n) : a children's story about magical and imaginary beings and lands; a fairy story

fistfights (n) : a fight with bare fists

five senses (n) : the faculties of sight, smell, hearing, taste, and touch

fractured story (n) : a story which makes use of a traditional story but restructures and reimagines, with the aim of greater nuance and with a contemporary sensibility in mind

graffiti (n) : writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place

health (n) : the state of being free from illness or injury

healthy (adj) : in good health

infographic (n) : a visual image such as a chart or diagram used to represent information or data

interview (n) : a meeting of people face to face, especially for consultation.

journal (n) : a daily record of news and events of a personal nature; a diary

juvenile (adj) : of, for, or relating to young people

logical order (adj) : the organization of ideas from general to specific, which enhances the overall quality of writings

masterpiece (n) : a work of outstanding artistry, skill, or workmanship

mental health (n) : the ability to think, learn, and understand one's emotions and the reactions of others

multimodal text (n) : combination of two or more communication modes

nutrient (n) : a substance that provides nourishment essential for growth and the maintenance of life

nutritionist (n) : a person who studies or is an expert in nutrition

olympic games (n) : a modern sports festival held traditionally every four years in different venues, instigated by the Frenchman Baron de Coubertin (1863–1937) in 1896. Athletes representing more than 200 countries compete for gold, silver, and bronze medals in a great variety of sports. Since 1992, the Summer Games and Winter Games alternate every two years

paralympian (n) : a competitor in the Paralympic Games

paralympic game (n) : an international sports festival for athletes with disabilities, now held every four

years in conjunction with the Olympic Games

picture book (n) : a book containing many illustrations, especially one for children

procedure text (n) : text that explains how to complete a task or reach a goal

profanity (n) : blasphemous or obscene language

scoring rubrics (n) : descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts

sedentary (adj) : tending to spend much time seated; somewhat inactive

spectator (n) : a person who watches at a show, game, or other event

sport (n) : an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment

sportsmanship (n) : fair and generous behavior or treatment of others, especially in a sporting contest:

storyboard (n) : a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.

survey (n) : a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest

trait (n) : distinguishing quality or characteristic, typically one belonging to a person

vandalism (n) : action involving deliberate destruction of or damage to public or private property

venn diagram (n) : a diagram representing mathematical or logical sets pictorially as circles or closed curves within an enclosing rectangle (the universal set), common elements of the sets being represented by the areas of overlap among the circles

virtue (n) : behavior showing high moral standards

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1. Dosen Bahasa Inggris, di Jurusan Bahasa Inggris UPI Bandung 2022 – Sekarang
2. Penerjemah (Lisan dan Tulisan) 2005 – Sekarang
3. Tutor Bahasa Inggris di Balai Bahasa UPI Bandung 2006 – Sekarang
4. Tutor Bahasa Inggris di PUSBITEK PU Bandung 2007
5. Transcriber di APPEN Chatswood, Sydney Australia 2005

Riwayat Pendidikan Tinggi dan Tahun Belajar

1. Doktor Linguistik, Universitas Indonesia 2019
2. Master of Professional Communication, University of Sydney, Australia 2006
3. Sarjana Pendidikan Bahasa Inggris, IKIP Bandung 1999

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Analisis Wacana Multimodal untuk Pemula, 2021
2. Analisis Multimodal pada Buku Teks Sains, 2020
3. Multimodalitas dalam Pembelajaran Bahasa Inggris, 2018

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Abstrak Karya Tulis Ilmiah dan Terjemahannya: Analisis Pola Wacana Dalam Upaya Peningkatan Kompetensi Bahasa Mahasiswa UPI 2020
2. Analisa Multimodal Wacana Kritis Sains untuk Tingkat Dasar di Indonesia 2017
3. Literasi Multimodal dalam Buku Cerita Bergambar untuk Anak-Anak di Indonesia 2014
4. Hubungan Verbal-Visual dalam Buku Teks Bahasa Inggris: Bagaimana Pesan Dikonstruksi dan Dipahami 2013

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1. Sarjana Pendidikan IKIP Bandung (1992-1998)
2. Magister Pendidikan Bahasa Inggris Unindra Jakarta (2018-2021)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Merana karena Siswa (2017)
2. Tersakiti Literasi (2018)
3. Guru Unik, Ngulik (2018)
4. Rasa Spasi Cinta (2019)
5. Terjeda Segenggam Asa (2019)

6. Siloka Gumelar (2019)
7. Pelatihan Guru ya Begitu (2019)
8. Bukan di Kelas, Belajar Mengajar di Masa Covid-19 (2020)
9. Tertambat Kurikulum Darurat (2020)
10. Purnama di Onkaparinga (2021)

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. The Use of Imperative Sentences and Quantifiers in Procedure Text Found in English Textbook Entittled Scaffolding English for Junior High School Students Grade IX (2021)



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1. S1. Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia (2007)
2. S2. Pendidikan Bahasa Inggris, Universitas Negeri Semarang (2014)
3. Advanced Specialist in Language Assessment, RELC Singapore (2018)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

Tidak ada

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir)

1. Draw Me a Proverb: Enhancing Writing Skills through Wisdom (2017)
2. I Whatsapp an Iguana: An Attempt to Apply Ubiquitous Learning (2017)
3. Tic-Tac-Toe: Tell Me What Did You Do (2017)
4. Like Mentor Like Mentee: How the Perception Correlates to Teaching Performance (2018)

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1. 2020-2022 : Kementerian Pendidikan, Kebudayaaan, Riset, dan Teknologi
   - Penyusun Revisi Panduan Kurikulum Operasional di Satuan Pendidikan (Maret 2022 - Saat ini)
   - Penelaah Buku (Maret 2021- Saat ini)
   - Penyusun Standar Isi (Oktober 2021 - Januari 2022)
   - Penelaah Alur Tujuan Pembelajaran dan Modul Ajar (Februari - Desember 2020)
   - Penyusun Capaian Pembelajaran (Februari - Desember 2020)
2. 2021-2022 : Mentor Praktik Kerja Lapangan Program Magang Kampus Merdeka, Kemendikbudristek (Agustus 2021-Januari 2022)

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   Penerbit : Wahyu Media Terbit : 6 Juni 2017
2. Judul buku : Kinder School: Belajar Menulis Huruf & Kosakata
   Nama pena : Anindya Gayatri
   Penerbit : Wahyu Media
   Terbit : 2015
3. Judul buku : Kreatif Bahasa Inggris SD/MI
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   Penerbit : Penerbit Duta
   Terbit : 2014

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Instansi : Sekolah Cikal
Alamat Instansi : Jl. Lebak Bulus I, Jakarta Selatan
Bidang Keahlian : Akademik dan Kurikulum



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Sekolah Cikal
2. Yayasan Guru Belajar
3. Pendidikan Guru Penggerak

Riwayat Pendidikan dan Tahun Belajar:

1. Kesejahteraan Sosial, FISIP – Universitas Indonesia, 2001 - 2006
2. Magister Teknologi Pendidikan – Universitas Pelita Harapan, 2017 - 2020

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Memanusiakan Hubungan – Editor, 2018
2. Merdeka Belajar di Ruang Kelas – Penulis, 2017

Judul Penelitian dan Tahun Terbit (10 Tahun Terakhir):

1. Interdisciplinary Learning of English Literature, Visual Arts and Music to Develop Students' Understanding of Symbolism Through Interdisciplinary Project – 2020

Profil Ilustrator



Nama Lengkap : **M Rizal Abdi**
Email : kotakpesandarimu@gmail.com
Bidang Keahlian : Editorial Desain dan Ilustrasi

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Desainer. Hocuspocus Rekavasthu (2006-2012)
2. Desainer editorial dan ilustrator beberapa penerbit indie di Yogyakarta dan Jakarta (2015-sekarang)
3. Staf Pendidikan Publik, Center for Religious and Cross-cultural Studies (CRCS). Sekolah Pascasarjana UGM (2021-sekarang)

Riwayat Pendidikan Tinggi dan Tahun Belajar:

1. S1-Ilmu Komunikasi, Fisipol, UGM (2004)
2. S2-Center for Religious and Cross-cultural Studies (CRCS). Sekolah Pascasarjana UGM (2015)

Buku yang Pernah Dibuat Ilustrasi dan Tahun Terbit (10 Tahun Terakhir):

1. Co-Designing Sustainable, Just, and Smart Urban Living: A Monograph, 2019-2021. Indonesian Consortium for Religious Studies (2022)
2. Buku Siswa dan Buku Panduan Guru Sejarah; Antropologi SMA Kelas XI. Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Riset, dan Teknologi (2020)
3. The Possibilities for Interreligious Dialogues on Ecology in Indonesia. CRCS UGM (2021)

4. Agama, Pelestarian Lingkungan, dan Pemulihan Ekosistem Gambut. Indonesian Consortium for Religious Studies (2021)
5. Agama, Sains, dan Pendidikan. Indonesian Consortium for Religious Studies (2021)
6. Ama Jurubasa: Hayat dan Karya Penerjemah Sunda dan Patih Sukabumi, Raden Kartawinata. Pusat Digitalisasi Pengembangan Budaya Sunda Universitas Padjajaran (2021)
7. Buku Siswa dan Buku Panduan Guru Ilmu Pengetahuan Sosial SMP Kelas VII,VIII,IX dan SMA kelas X. Pusat Perbukuan; Badan Standar, Kurikulum, dan Asesmen Pendidikan; Kementerian Pendidikan, Riset, dan Teknologi (2020)
8. UGM Kampus Inklusif. Universitas Gadjah Mada (2020)
9. Buku Cerita Rakyat Kabupaten Taliabu. Dinas Pendidikan dan Kebudayaan, Kabupaten Taliabu dan Universitas Khairun, Ternate (2019)
10. Kelakuan Orang Kaya. Puthut EA. Buku Mojok (2019)
11. Hitam Putih Kerajaan Demak. Araska Media (2019)
12. Burmese Days. George Orwell. MataAngin (2019)
13. 9 Bulan, Menjalani Persalinan yang Sehat. Gramedia Pustaka Utama (2019)
14. Menjadi Benih Perlawanan Rakyat. Djaman Baroe (2019)
15. Gus Dur on Religion, Democracy, and Peace. Abdurrahman Wahid. Yayasan LKiS, INFID, dan Gading (2018)
16. Anak Kolong di Kaki Gunung Slamet. Yan Lubis. Penerbit Obor (2018)
17. Wayang and Gamelan. Sumarsam. International Gamelan Festival (2018)
18. Dibuat Penuh Cinta, Dibuai Penuh Harap. Gramedia Pustaka Utama (2016)

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Email : kabizaku.inhouse@gmail.com
Bidang Keahlian : ilustrator dan animator



Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Animik Studio - Bandung
2. Icon Studio - Bandung
3. CAB Animation - Bandung
4. Duta Animation - Jakarta
5. Mizan Publishing - Bandung
6. Millenium Animation - Jakarta

Riwayat Pendidikan dan Tahun Belajar:

1. SMA Negeri 9 Bandung

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Seri Cerita Balita (Mizan)
2. Seri Cerita Anak Islam Bilingual (Duta)
3. Seri Binatang Laut (Mitra Edukasi)
4. 365 Aktivitas Anak Cerdas (Bintang Indonesia)
5. 365 Aktivitas Anak Muslim
6. Komik Pahlawan Dunia (Animik World)
7. Komik Seri 25 Cerita Nabi dan Rasul (Mizan)
8. 365 Aktivitas Anak Muslim (Mizan)
9. Seri Komik Riko (Sygma)
10. Seri Buku2 Anak Luar Negeri Amerika, Malaysia, Singapore.

Profil Editor



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Instansi : Mentari Intercultural School Bintaro-Elementary
Alamat Instansi : Jl. Perigi Baru no.6, Pondok Aren Tangerang Selatan 15428, Banten Indonesia
Bidang Keahlian : English Writing and Communication; Curriculum and Instruction in Special Education

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Schola Integrated School, Manila Philippines - School Directress, Special Education Teacher (2012-2014)
2. Miriam College, Manila Philippines - Miriam College Spirituality Office - Part Time Program Assistant (2014-2015)
3. Mentari Intercultural School Bintaro Elementary - English and Social Studies Teacher (2015-2019), English Coordinator (2019-2020), Upper Primary Principal (2020-2021), Lower Primary Principal (2021-present)

Riwayat Pendidikan dan Tahun Belajar:

1. Miriam College - 1992-1996 Bachelor of Science Major in Behavioral Science
2. Miriam College - 1996-1998 Certificate Course for Professional Teaching
3. St. Joseph's College of Quezon City - 2013-2015 Master of Arts in Education Major in Special Education

Judul Buku dan Tahun Terbit (10 Tahun Terakhir):

1. Holy Heroes “Called to be Saints. Sent Forth as Heroes''
    - Facilvitator’s Manual (2013) Formation Program for the Year of the Laity, Catholic
    - Bishops Conference of the Philippines and Episcopal Commission on the Laity (ECLA)

Profil Desainer



Nama Lengkap : **Imee Amiatun**
Email : imeealma@gmail.com
Bidang Keahlian : Layout/Seting

Riwayat Pekerjaan/Profesi (10 Tahun Terakhir):

1. Freelance layout s/d sekarang
2. Layouter PT Sarana Panca Karya Nusa (2004-2009, 2015)
3. Layouter PT Grafindo Media Pratama (2017, 2019)

Riwayat Pendidikan dan Tahun Belajar

1. Manajemen Informatika - D3 "STMIK AMIKBANDUNG" (2000)

Judul Buku dan Tahun Terbit (10 Tahun Terakhir)

1. Buku Panduan Guru Matematika Kelas XII, Pusbuk BSKAP Kemdikbud (2021)
2. Buku Siswa dan Buku Guru Kimia Kelas XII (lisensi), Pusbuk BSKAP Kemdikbud (2021)
3. Buku Panduan Guru Matematika Kelas IV, Pusbuk BSKAP Kemdikbud (2020)
4. Kumpulan Soal dan Pembahasan UN Fisika SMA, PT Bhuana Ilmu Populer (2021)
5. Mengenal Manfaat Sukun, Manggis, dan Sirsak, PT Bhuana Ilmu Populer (2021)
6. Buku Teks Bahasa Arab Kelas I-IV SD, PT Grafindo Media Pratama (2019)
7. Buku Teks IPS Kelas VII & IX, As-Syifa Learning Center (2019)
8. Ringkasan Materi dan Latihan Soal Matematika Kelas IX SMP/MTs, Bhuana Ilmu Populer (2019)
9. Buku Teks IPS Kelas VII, PT Grafindo Media Pratama (2018)